

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180118

Grants.gov Tracking#: GRANT12659895

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180118

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (GEPA_statement1032369002)	e12
6. Grants.gov Lobbying Form	e14
7. Dept of Education Supplemental Information for SF-424	e15
8. ED Abstract Narrative Form	e16
Attachment - 1 (NEW_Abstract1032369001)	e17
9. Project Narrative Form	e18
Attachment - 1 (NEW_June_25_T6_CEAS_Narrative1032369004)	e19
10. Other Narrative Form	e69
Attachment - 1 (NEW_Appendices1032369005)	e70
11. Budget Narrative Form	e158
Attachment - 1 (NEW_June_25_T6_CEAS_budget_4_yr_format1032369003)	e159

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The Board of Regents of the University of Wisconsin System

* b. Employer/Taxpayer Identification Number (EIN/TIN):

396006492

* c. Organizational DUNS:

161202122

d. Address:

* Street1:

Suite 6401

Street2:

21 N Park St

* City:

Madison

County/Parish:

Dane

* State:

WI: Wisconsin

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

53715-1218

e. Organizational Unit:

Department Name:

History

Division Name:

College of Letters & Science

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Pui Shan Shelly

Middle Name:

* Last Name:

Chan

Suffix:

Title:

Associate Professor

Organizational Affiliation:

The Board of Regents of the University of Wisconsin System

* Telephone Number:

(608) 263-1837

Fax Number:

* Email:

pchan4@wisc.edu

PR/Award # P015A180118

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Center for East Asian Studies Title VI NRC Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,222,738.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,222,738.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The Board of Regents of the University of Wisconsin System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	93,297.00	108,700.00	91,836.00	92,681.00		386,514.00
2. Fringe Benefits	31,629.00	34,604.00	29,715.00	30,362.00		126,310.00
3. Travel	34,000.00	25,000.00	36,000.00	26,000.00		121,000.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	30,000.00	22,000.00	35,000.00	49,000.00		136,000.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	57,650.00	58,650.00	54,650.00	50,650.00		221,600.00
9. Total Direct Costs (lines 1-8)	246,576.00	248,954.00	247,201.00	248,693.00		991,424.00
10. Indirect Costs*	19,726.00	19,916.00	19,776.00	19,896.00		79,314.00
11. Training Stipends	288,000.00	288,000.00	288,000.00	288,000.00		1,152,000.00
12. Total Costs (lines 9-11)	554,302.00	556,870.00	554,977.00	556,589.00		2,222,738.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 8.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # P015A180118

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
The Board of Regents of the University of Wisconsin System		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # P015A180118

Page e8

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
BRENDA A EGAN	Managing Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
The Board of Regents of the University of Wisconsin System	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Board of Regents of the University of Wisconsin System * Street 1: 21 N. Park Street, Suite 6401 Street 2: * City: Madison State: WI: Wisconsin Zip: 53715-1218 Congressional District, if known:		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name N/A Middle Name * Last Name N/A Suffix * Street 1 N/A Street 2 * City N/A State Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name N/A Middle Name * Last Name N/A Suffix * Street 1 Street 2 * City State Zip		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: BRENDA A EGAN * Name: Prefix * First Name BRENDA Middle Name A * Last Name EGAN Suffix Title: Managing Officer Telephone No.: 608-262-3822 Date: 06/25/2018		
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PR/Award # P015A180118

Page e10

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_statement1032369002.pdf

Add Attachment

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University of Wisconsin – Madison
Center for East Asian Studies

National Resource Center Application, 2018-22

GEPA Statement

As part of its Strategic Framework 2015-2019, the University of Wisconsin-Madison invests in its people as one of the five strategic priorities and initiatives to ensure we are “fully equipped to address the complex problems facing the modern world.”

In strict accordance with Section 427 of General Education Provisions Act (GEPA), the Center for East Asian Studies (CEAS) actively solicits for consideration at any and every level of employment members of groups that have been traditionally underrepresented. All CEAS openings are advertised to conform to EO/AA criteria. We systematically post openings where minority candidates will see them (e.g., national area and ethnic studies newsletters, Madison’s ethnic community newspapers, etc.). UW-Madison’s ten-year plan to promote and sustain shared values of diversity and inclusion has yielded substantial gains. One of the Strategic Framework’s primary initiatives is to increase faculty retention and recruitment from underrepresented groups. In 2017, 21 percent of faculty members and 14 percent of academic staff members were from underrepresented racial and ethnic groups, a sharp increase since 2000 and an increase of over 2 percent for each during the last three years. Almost 50 percent of UW-Madison faculty and staff are women.

UW-Madison’s diversity and inclusion strategic plan addresses all aspects of increasing and sustaining access, retention and support for underrepresented groups in the areas of *gender, race, national origin, color, disability, and age*. In support of this dedication, the plan identifies the following goals: significant improvement in the representation and academic success of all ethnic groups among the student body, faculty, and staff; improvement of the campus classroom and social climate for all; and an increase in the depth of understanding by the large majority not in those groups for their values, customs, and experiences. UW-Madison continues to define diversity broadly in an effort to create a welcoming and inclusive community for people from every background – who as students, faculty and staff serve Wisconsin and the world.

CEAS is actively involved in minority faculty recruitment and its own diversity profile is strong. Of 76 CEAS faculty, 34% are women, and approximately 54% are racial/ethnic minorities. CEAS works proactively to maintain and increase this diversity. For any FLAS awards we might offer, we will work proactively to maintain and increase access to these opportunities for underrepresented groups to realize and strengthen diversity and inclusion in area and international studies as well as in the related professional fields.

CEAS complies fully with Section 427 of GEPA not only in employment measures but also by working to ensure access by students and the public to our programs and activities. As with all UW-Madison units, we are committed to providing

accommodations to permit employees, students, and visitors with disabilities access to employment, programs, activities, and facilities as required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

UW Madison has a variety of resources available to assist individuals with disabilities in accessing campus programs, services and activities. Formal accommodations are coordinated through the following offices:

- The McBurney Disability Resource Center partners with campus units to assist in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment.
- The Office for Equity and Diversity Disability Coordinator for Employment coordinates a campus network of Divisional Disability Representatives (designated employees to assist employees with disability-related issues) to assist with accommodation concerns for employees.
- The ADA Coordinator in the Office of Compliance is available to assist visitors and guests to campus with their accommodation needs and serves as the campus ADA compliance officer.

UW-Madison maintains a current Veterans 4212 report and a current Affirmative Action Plan in compliance with federal guidelines. As part of our strategic plan's dedication to increasing support for nontraditional students, the UW-Madison Veterans Assistance and Military Assistance Center provides guidance to veteran students and employees and monitors campus compliance with statutes governing veterans' rights and benefits. The Center partners with local, state and federal organizations and agencies to ensure veterans at UW-Madison receive knowledgeable advice and services to ensure success.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The Board of Regents of the University of Wisconsin System

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Shelly"/>	<input type="text"/>	<input type="text" value="Chan"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="455 N Park St"/>
Street2:	<input type="text" value="3211 George L Mosse Humanities Bld"/>
City:	<input type="text" value="Madison"/>
County:	<input type="text" value="Dane"/>
State:	<input type="text" value="WI: Wisconsin"/>
Zip Code:	<input type="text" value="53706-1405"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="(608) 263-1837"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

CENTER FOR EAST ASIAN STUDIES, UNIVERSITY OF WISCONSIN-MADISON

The University of Wisconsin-Madison Center for East Asian Studies (CEAS) is committed to lead as a gateway to East Asia in the Upper Midwest and a center of research and instructional excellence to meet national needs. Established in 1962, CEAS has longstanding strengths in the humanities, social sciences, and professional schools, with world-class programs in Chinese and Japanese, emerging programs in Korean and Tibetan, and top-notch EA area studies in history, art history, literature, the arts, political science, sociology, anthropology, economics, public affairs, and law. Our faculty, staff, and students receive abundant support in professional development through language and pedagogy training, travel to conferences and research sites, internal and external fellowships, and access to our top-ranking East Asian library collections. Over the course of more than fifty years, we have built outstanding research and educational programs rooted in *the Wisconsin Idea* of reaching far beyond campus and reflecting a wide range of views to generate understanding and debate about East Asia [AP1.1].

In seeking NRC funding, CEAS will draw upon more than fifty years of university commitments to East Asian studies that have allowed us to produce outstanding research and instructional programs. Our strong foundations are demonstrated by the quality of our staff and library resources and UW institutional commitments, the variety of our language and area studies offerings, as well as strengths in student enrollments, study abroad and international internship programs, and the number and diversity of degrees and certificates awarded. Currently, CEAS has a total of 41 core and 34 affiliated faculty focusing on China, Japan, Korea, and Tibet, including two East Asia-focused librarians; UW contributions to East Asian Studies exceeded \$7.9 million in 2017-18. In 2016-17, 1076 undergraduate students and 118 graduate students were enrolled in East Asian language classes; 4,605 undergraduate students and 533 graduate students were enrolled in non-language East Asian courses in twenty-two departments. Since 2015, over 550 students studied in East Asia in UW-sponsored programs; from 2010 to 2017, 112 students completed internships in East Asia developed or facilitated by UW. In 2014-2017, East Asia programs have awarded 128 B.A./B.S. degrees, 410 certificates, 21 M.A./professional degrees, and 15 Ph.D.s.

To enhance our instructional and teaching capacity and address Absolute Priority 1 and 2 and Competitive Preference Priorities 1 and 2, CEAS has six major goals for 2018-22: (1) To strengthen the Korean Program, all EA language enrollments, and the overall quality of language instruction; (2) To help internationalize the curriculum at minority-serving institutions and community colleges at the College of Menominee Nation (CMN) and Madison College [CPP1] ; (3) To develop synergies with the UW School of Education through the “East Asia in the Upper Midwest” initiative [CPP2, AP2] ; (4) To build strength in social scientific and geopolitical knowledge through the “East Asia Now” initiative [AP1.1]; (5) To improve CEAS capacity as an East Asia NRC for the Upper Midwest via a web-based HUB to help Education majors and K-16 teachers navigate East Asia-related resources [CPP2, AP2]; and (6) To increase the number of UW students graduating with EA language proficiency, area studies knowledge, and awareness of relevant careers in areas of national need through our FLAS and Center fellowships, degree programs, courses, study abroad programs, faculty-mentoring and advisory services, and career events [AP1.2]. Building on our institutional, staff, and library resources in East Asian Studies, we believe that these planned activities will yield a further strengthened center by the grant’s end.

Project Narrative File(s)

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INTRODUCTION

Home to some of the world's richest languages, histories, and cultures, today's East Asia is of ever-increasing significance. Fueled by high-tech industries, robust state investments, and affluent urban classes, East Asia is reshaping the world economy. The region has also become a leader of cultural media and sporting events, notably with the "Korean wave" and the recent and upcoming Olympics in Pyongchang 2018, Tokyo 2020, and Beijing 2022. In geopolitics, China's explosive growth has not only unleashed vast changes in a country of over 1.3 billion people, but also brought new uncertainties to the region, such as over Korea's reunification, the future of Hong Kong and Taiwan, Japan's constitution, and territorial claims in the South China Sea. An area of active U.S. policy and strategic engagement since WWII, East Asia will remain important to watch.

To research and teach about East Asia at this critical juncture, the UW-Madison Center for East Asian Studies (CEAS) aspires to be a comprehensive NRC serving the Upper Midwest and beyond. A mid-sized state with just under 5.8 million residents, Wisconsin has played an outsized role in the region and nation, such as in agriculture, industry, trade, education, business, media, and government, comparing favorably to larger coastal states and neighboring ones, such as New York (20 million), California (40 million), Illinois (13 million), Michigan (10 million), and Ohio (11.7 million). Last fall, the Taiwanese global electronics manufacturer, Foxconn, has announced with support from our state and federal governments that it will build a new campus in Racine County, WI, promising 13,000 jobs and a capital investment of \$10 billion. As rural and middle America re-emerges as a powerful voice in politics and economics, CEAS will draw upon more than fifty years of university commitments to EA studies and new NRC funding to build a greater capacity for high-quality research and training. We envision this will help the next generations of teachers, students, and professionals engage a dynamic East Asia.

I. PROGRAM PLANNING AND BUDGET

The UW-Madison CEAS is committed to being a gateway to East Asia in the Upper Midwest and a center of research and instructional excellence to serve national needs. Established in 1962,

CEAS has longstanding strengths in the humanities, social sciences, and professional schools, with world-class programs in Chinese and Japanese, emerging programs in Korean and Tibetan, and top-notch EA area studies in history, art history, literature, the arts, political science, sociology, anthropology, economics, and law. Our faculty, staff, and students receive support in professional development through language and pedagogy training, travel to conferences and research sites, internal and external fellowships, and access to our top-ranking EA library collections. Over the course of more than fifty years, we have built outstanding research and educational programs rooted in the Wisconsin Idea of reaching far beyond campus and reflecting a wide range of views to generate understanding and debate about East Asia.

I.A. Quality and Relevance Our proposed initiatives are relevant to the stated priorities and intended to develop a high-quality NRC for the study of East Asia. CEAS has six major goals:

(1) To strengthen the Korean Program, all EA language enrollments, and the overall quality of language instruction in collaboration with the Dept. of Asian Languages and Cultures (ALC), the UW-Madison Language Institute, and the Big Ten Academic Alliance (BTAA). At the time of this application, UW-Madison has been named as the sole finalist for the Korean flagship program sponsored by the IIE and National Security Education Program. Reviewers noted many strengths of our program: strong leadership based on CEAS core faculty Byung-Jin Lim's expertise in Korean linguistics and connections with overseas Capstone partner, strong institutional support from UW, and a well-developed, proficiency-driven design for four years of instruction (VII & VIII, App. A). This exciting news adds to our ongoing success in hosting the STARTALK Korean Language and Culture Academy funded by the National Security Agency (NSA) and directed by Lim. As we continue to develop high-quality Korean materials and curricula for all levels, this application's emphasis is on developing Business Korean at the intermediate and advanced levels and a Certificate in Korean Professional Communication. To ensure quality, we plan to seed a lectureship, fund a senior TAsip, and invest in the Korean library collection. For Chinese and Japanese, we will adopt a hybrid model of instruction at the intro. and intermediate levels to attract students from a greater variety of majors and with different scheduling needs. For Tibetan, we will

continue to work with the BTAA and the Wisconsin Summer Language Institute (WISLI) to offer high-quality instruction to students beyond UW-Madison. For all languages, we will keep offering professional development opportunities, including course development grants and pedagogy workshops, to improve instructors' skills and to create innovative online materials and performance-based assessment activities.

(2) To help internationalize the curriculum at minority-serving institutions and community colleges [CPP1] at the College of Menominee Nation (CMN) and Madison College (MC) in collaboration with UW-Madison Institute for Regional and International Studies (IRIS) outreach. With CMN, we plan to support seminars to help incorporate international, intercultural, and global dimensions into their curricula. With MC, we will broaden our partnership in the Global Studies Passport Program allowing MC students to take and earn credit from UW-Madison courses with global and EA content; and we plan to collaborate on a Youth Education Summit that brings together high school students in China and Wisconsin over the theme of China and the Environment. We will also partner with MC to send community and technical college instructors to the University of Washington-Seattle for the annual Community College Master Teacher Institute offering teacher training on international affairs. For example, this year's theme is "Global Populism: at home & abroad."

(3) To develop synergies with the School of Education through the "East Asia in the Upper Midwest" initiative [AP2, CPP2]: First, we will work with the S of Ed to provide K-12 teacher training programs with EA content: a summer study abroad program for pre-service teachers in year 2 to China and year 4 to Japan; training workshops for in-service teachers about Frank Lloyd Wright's deep engagement with Japan, UW alumni who led China in education, politics and technology, and the impact of K-pop; and TA support for Curriculum & Instruction faculty Maggie Hawkins's First-year Interest Group (FIG) "Globalizing Education" & Tom Popkewitz' course "Internationalizing Education Curriculum" for students pursuing K-12 teaching careers. Second, we will work with the S of Ed to develop EA-related teaching materials that comply with the new Wisconsin State Standards for Social Studies in collaboration with Wisconsin Dept. of Public

4, Instruction (WDPI) and experienced K-12 teachers. Sample lesson plans, assignments, and reading suggestions will be made available to social studies teachers through the WDPI database and to students in UW's teacher-training programs. Third, we will create a web-based information HUB to help education majors navigate EA-related resources & opportunities on campus, locally, and abroad—incl. overseas internships, UW-Madison IRIS & Language Institute outreach, the S of Ed's Network office, Dane County community and volunteer opportunities to teach EA culture in after-school and club programs, immigrant community organizations, and EA student organizations and learning communities at UW. The HUB will host a teacher advisory panel to set up targeted activities (e.g. book clubs and lectures) and advise teachers on teaching about East Asia. We will also co-sponsor World Languages Day and International Education Week, both large-scale, on-campus events, to connect with WI high school students and teachers, community, business, and librarians. In sum, these synergies not only allow CEAS to connect diverse campus communities but also provide access to CEAS resources for off-campus ones.

(4) To build strength in social scientific and geopolitical knowledge through the “East Asia Now” initiative [AP1.1], we will renew connections with social science departments and professional schools through a traveling public forum on EA affairs around WI, greater support for the Annual UW-Peking University Workshop on Higher Education, and new library investments for contemporary EA material acquisitions, librarian conference travel and professional development, and additional bibliographical maintenance. The public forum will be modeled after well-attended Fall 2017 sessions of the CEAS “North Korea Crisis Roundtable” in collaboration with a regional public library and a local think tank in Madison and Sheboygan (2 hrs east). Speakers provided audiences with expertise on N and S Korean relations, Japanese and Chinese geopolitics, and U.S. security and IR. Held yearly since 2015, the UW-Peking U Workshop is co-organized by CEAS affiliate & Ed Policy Studies faculty Adam Nelson, and the PKU Institute of Higher Ed Director Chen Hongjie and Assoc. Director Shen Wenqin, on themes of science education, technology transfer, and urbanism. A key partner, CEAS intends to improve

funding and logistics. We also plan to increase holdings of EA social science books and films and to support additional cataloguing and staff conference travel.

(5) To improve CEAS capacity and linkages as an East Asia NRC for the Upper Midwest, we seek NRC resources to leverage a new Associate Director position from the UW International Division and to strengthen the existing Assistant Director position. The new Assoc. Dir. will have a PhD in EA social sciences to help manage the Title VI award, develop the web-based HUB connecting on and off campus resources related to EA, and teach in Political Science, Sociology, or S of Ed by offering 1 to 2 courses per year, advising students completing the EA Studies undergraduate certificate or PhD minor, and serving on dissertation and thesis committees. The existing Asst. Dir. Laurie Dennis will see a 0.2 boost in FTE to develop summer study abroad programs for education majors and pre-freshmen with the help of student hourlies and to expand our outreach to local businesses, state and federal government, local and national media, K-16 institutions, and the nonprofit sector. CEAS staff will also help widen access to and bring together EA experts in the Big Ten and the UW System via area studies conferences and an “expert database” listing briefings, translation services, media appearances, and classroom visits. Our staff will make event proceedings available to target groups through the HUB website in the form of videos, podcasts, briefing and teaching materials, and links to the Chazen Museum of Art and the Memorial Library Special Collections as related to EA.

(6) To increase the number of UW students graduating with EA language proficiency, area studies knowledge, and awareness of relevant careers in areas of national need [AP1.2] through our FLAS and Center fellowships, degree programs, courses, study abroad programs, faculty-mentoring and advisory services, Language Houses offering undergraduates Chinese and Japanese immersion in residential communities, and career & networking events in collaboration with UW-Madison SuccessWorks. In response to our evaluation surveys (see III), CEAS will work with eight other area centers and the International Studies major advisor to promote undergraduate degree and certificate programs and PhD minor in EA Studies. We will also work with faculty to design courses that will both attract students and broaden our coverage to include geopolitics and

economic transformations, education policy, pop culture, technology and environmental studies, and digital humanities. We plan to offer development grants for online or large-enrollment courses and a summer study abroad program for pre-freshman to excite early interest in EA by working with UW-Madison IRIS, Asian Languages and Cultures (ALC), the S of Ed, and the International Academic Programs (IAP). To increase the number of specialists to meet national needs, we will hold career events to increase awareness of opportunities (see VI).

I.B. Development Plan and Timeline Each of the above objectives involves a specific set of initiatives designed to meet the goals by 2022. Our plans for new and on-going projects and careful maintenance of time-tested activities show efficient use of personnel and resources to yield a strengthened center by the grant's end.

TABLE I.1. TIMELINE OF NEW EAST ASIA INITIATIVES

Activity	2018-19	2019-20	2020-21	2021-22
(1) Korean language and area studies infrastructure Sec V, VI, VII Bgt 1.1.d; 1.2.a; 1.2.b; 5.1.b; 8.1.a; 8.1.d Other EA language initiatives Sec II, III, IV, VII, VIII Bgt 8.2.h; 8.5.b; 8.3.c; 8.3.d	Partner w/ ALC to develop business Korean; assess library resources, make plan & begin acquisition 1; hire lecturer Plan & implement hybrid instruction model; organize & convene pedagogy workshop, "only/hybrid model"; continue Tibetan collaboration	Teach business Korean with TA; coordinate with ALC on Korean certificate; library acquisition 2 Continue language course reform; organize & convene pedagogy workshop, "performance-based assessment"; continue collaboration on Tibetan.	Teach business Korean with TA; launch certificate; develop Korean content course; library acquisition 3 Continue language course reform; organize & convene pedagogy workshop, "content-based instruction"; continue collaboration on Tibetan.	Teach business Korean with TA; teach Korean content course; library acquisition 4 Assess language course reform; organize & convene language pedagogy workshop, "individualized instruction"; continue collaboration on Tibetan.
(2) Internationalize curriculum at College of Menominee Nation (CMN) and Madison College Sec IX Bgt 8.2.a; 8.2.c; 8.2.f CPP1	Plan CMN seminar; develop Youth Educational Summit (YES) at Madison College for Chinese and American high school students	Implement 1st CMN seminar; conduct 1st YES, "Environment and Cultural Identity in China"	Plan 2nd CMN seminar & support participation in UN Forum; conduct 2nd YES, "Nature in Chinese Art and Religion"	Implement 2nd CMN seminar; conduct 3rd YES, "Environmental Arts of China: Feng Shui and the Dao of Design"

(3) Synergies with School of Ed Sec IX Bgt 1.3.1; 1.3.b; 1.3.c; 1.4.a; 3.1.b; 3.1.e; 5.2.a; 5.2.b; 8.2.d; 8.2.e; 8.2.i; 8.5.c AP2, CPP2	Plan pre-service teachers summer abroad with S of Ed; plan “East Asia in the Upper Midwest” (EAUM) K-12 workshops; search for assoc director to lead HUB; develop K-12 teaching materials; Hawkins & Popkewitz courses	Implement pre-service teachers summer abroad (China); hold EAUM workshop “Frank Lloyd Wright, Japan and WI”; new assoc director will work with S of Ed, community & student orgs, IAP to create partnerships; student hourly to assist with HUB website; continue developing K-12 materials; Hawkins & Popkewitz courses	Plan pre-service summer abroad (Japan); hold EAUM workshop “Chinese Badgers Shape Modern China”; continue to build HUB; student hourly to maintain HUB website and collect usage analytics; continue developing K-12 materials; Hawkins & Popkewitz courses	Implement pre-service summer abroad (Japan); hold EAUM workshop “K Pop in the Midwest”; student hourly to maintain HUB website and collect usage analytics; continue developing K-12 materials; Hawkins & Popkewitz courses
(4) Build capacity in contemporary social scientific and geopolitical knowledge Sec II, V, IX Bgt 1.1.b; 3.2.c; 5.1.c; 8.2.j AP1.1	National search for assoc director with expertise in social sciences (preference for Korea); PekingU - UW Education Workshop held in Beijing (funding five participants); “East Asia Now” forum 1; purchase supporting library resources	Assoc director develops two new courses: gateway course in contemporary EA affairs & seminar in area of expertise; PKU-UW workshop held in Madison (hosting costs); “East Asia Now” forum 2; purchase supporting library resources	Implement new social science courses; PKU-UW workshop held in Peking (funding five participants); “East Asia Now” forum 3; purchase supporting library resources	Deliver new social science courses; PKU-UW Education workshop held in Madison (hosting costs); “East Asia Now” forum 4; purchase supporting library resources
(5) Improve CEAS capacity & linkages as NRC for Upper Midwest Sec VI Bgt 1.4; 3.1.c; 3.1.d; 3.2.a; 3.2.b; 5.1; 8.2.e; 8.2.g; 8.3.a; 8.3.b; 8.5.a	Add 0.2 FTE asst. director for outreach; regional conference for grad students at UW, UChicago & Northwestern; make outreach plan for “Exhibiting East Asia”; create 4 year plan for library acquisitions	Host “Midwest Japan Seminar”; Implement “Exhibiting East Asia: Japanese Prints” with materials online; library acquisitions year 2; Create 3 year plan for HUB to provide access to UW resources for media, business community and educators	East Asia at the Big Ten Conference; “Exhibiting East Asia: Teaching with the Arts”; library acquisitions year 3; HUB year 2: launch “expert database” available for briefings, translation services, classroom visits, media appearances	East Asia and the Wisconsin Idea Conference (UW system); “Exhibiting Asia: Special Collections at the UW”; library acquisitions year 4; HUB year 3
(6) Increase no. of graduates w/ EA lang & area studies knowledge & awareness of careers of national need Sec II & VI Bgt 1.3.a; 3.1.a; 3.4 & 8.1.b; 8.1.c; 8.2.b; 8.3.c; 8.3.d & e AP1.2	Plan pre-freshman summer abroad program (China); course development call for large enrollment courses; plan improvements in program advising and career resources; support lectures & other activities at Chinese and Japanese Language Houses	Implement pre-freshman summer abroad (China); course development call for online courses; deliver large enrollment course; support lectures & other activities at Language Houses; hold advising and career event	Plan pre-freshman summer abroad (Japan); course development call for gateway courses; implement online course; support lectures & other activities at Language Houses; hold advising and career event	Implement pre-freshman summer abroad (Japan); implement gateway course; support lectures & other activities at Language Houses; hold advising and career event

I.C. Cost Effectiveness Years of tight budgets at a public university have nurtured a culture of frugality, reflected in the creative cost-sharing and leveraging strategies in this proposal. The Associate Director position is 50% supported by UW; the Assistant Director is 80% supported by UW; together they will take care of the core staffing needs. We have requested student hourly, TAs, and modest amounts of seed money to institutionalize active connections with the S of Ed and expand Korean Studies. Besides, the Assoc. Dir. is designed to do triple duty as center administrator, to lead the “East Asia Now” initiative, and to enhance faculty expertise in the social sciences. Federal funds will enable CEAS to better coordinate faculty activities to train students and produce research in areas of national need.

I.D. Impact (see III) By more fully utilizing existing campus resources through increased collaboration and coordination and leveraging other grants and funds from collaborators, we plan to use Title VI funds to build major new programs that will become self-sustaining when the grant is done. The record of UW and CEAS in doing this is stellar, particularly in our Korean program: all three of our faculty lines began as positions seeded by previous Title VI awards and are now fully supported by a combination of Korea Foundation and UW funds; the excellence of this program is proven by our status as the sole finalist of the Korean flagship. We plan to continue to leverage Title VI resources in this fashion to strengthen research and teaching programs, increase study abroad participation, and extend the reach of UW expertise into our region.

II. QUALITY OF STAFF RESOURCES

The UW-Madison is a national leader in the field of international studies and the Center for East Asian Studies is an active contributor to its leadership. Established since 1962, CEAS has acted as a focal point for disciplinary and interdisciplinary research and teaching on EA language and area studies. With a high total of 75 core and affiliated members—China (31), Japan (21), Korea (9), Tibet (1), and regional (13) – many of whom are recognized by major awards, honors, and publications—our staff resources are one of the strongest in the nation (Table II.1).

Table II.1 CEAS Core and Affiliated Membership

	Core	Affiliated	Total
China	18	14	31
Japan	15	6	21
Korea	5	4	9
Tibet	1	0	1
Regional	2	10	13
Total	41	34	75

Table II.2 CEAS Area of Focus and Division

Division	Core	Affiliated	Total
Humanities	26	6	32
Arts	6	2	8
Social Sciences	3	11	14
Professional	6	15	21
Total	41	34	75

II.A. Core Faculty and Teaching Staff

East Asian studies at UW is built around 41 core faculty and teaching staff including 2 EA-dedicated librarians (App A) focusing on CJK, Tibet, and broadly regional.

Core Faculty and Teaching Staff Core faculty teach courses frequently with 50% or higher EA content, supervise degree work, advise undergraduate and graduate students studying EA, and research and publish on EA, while the core teaching staff serve as critical language and area instructors. East Asian studies is centered around 41 core faculty and teaching staff, with 26 in Humanities, 3 in Social Science, 6 in Arts,

and 6 in Professional Schools (two in Engineering and one in Law). All core faculty and teaching staff hold advanced degrees (32 tenured, 5 tenure track, 1 emeritus still offering classes, 1 senior lecturer, 1 instructor, and 2 librarians). Faculty and students are supported by two full-time professional EA-focused librarians (Xu for Chinese materials and Dixon for Japanese). All core faculty and teaching staff hold advanced degrees (30 with PhDs) and all have major research and field study in EA, teach core language or area courses, and serve as advisors for BA and MA degree programs on EA, as well as for more advanced graduate students in their departments. The appended CVs (App A) testify to the high quality of UW's core EA faculty, many hold chaired positions (Ohnuki-Tierney, Nienhauser, Phillips, Ohnesorge, Sidel, Young) and university- and profession-wide leadership positions (Davis, Fujimura, W. Li, McGloin, Mori, Raymo, Ridgely, Ran, Young); many more have received major research fellowships, such as from the American Council of Learned Societies, Fulbright Program, Chiang Ching-Kuo Foundation, Japan

Foundation, Korea Foundation, Berggruen Foundation, Henry Luce Foundation, Guggenheim Foundation, and the National Endowment for the Humanities.

Affiliated Faculty East Asian studies at UW is enriched by 34 affiliated faculty who, within a variety of departments in the Humanities, Sciences, Social Sciences and professional schools (Education, Engineering, College of Agriculture and Life Sciences, the Medical School, and the Law School), constitute a significant support group for EA study at UW. The affiliated faculty, which include 4 emeritus professors, serve as student advisors on EA research and collaborate in research and teaching with core faculty; several offer courses with at least 25% EA content. Core faculty, teaching staff and the librarians determine the primary direction of the program by forming concentrations of language, discipline, resources, and area expertise in research, teaching, and advising, with important contributions being made by affiliated scholars. These scholars form 4 strong country concentrations, as outlined in Table II.1.

We note, however, our lower numbers of Korea faculty and core EA faculty in the social sciences, hence are taking steps to improve and enhance the ongoing improvements using NRC funds. In 2018, Asian Languages and Cultures successfully hired one Korean studies faculty starting this fall; CEAS has supported the UW application for a NSEP Korean Flagship 2018-20 (we are now the sole finalist). To address the gaps in contemporary East Asia, CEAS is working with Political Science on a new search in Chinese politics this fall. We are also coordinating with Sociology and Poli Sci as well as the S of Education to hire three additional faculty focusing on EA politics, education, and society as part of a new university-wide cluster hire initiative. Additionally, CEAS seeks to hire a new Assoc. Dir. to teach in the social sciences. Our ongoing efforts and NRC planning suggest our commitment to expanding the quality of our staff resources.

Professional Development CEAS core faculty have made frequent use of the ample opportunities for professional development available for research overseas with many trips funded by extramural grants (App A). Other trips were supported through competitive applications to the Wisconsin Alumni Research Foundation, which has the largest internal research endowment controlled by any public university in America. Other training opportunities are available at the annual Teaching

Academy, Madison Teaching and Learning Excellence program, and grants by the Division of Instructional Technology for course development. All regular UW faculty is eligible for sabbatical leave every six years for one semester at full pay or for one year at 65% pay to conduct research or undertake training overseas. New university faculty receive substantial start-up grants for research and curriculum development from the Graduate School. In order to maintain the UW-Madison's competitiveness in international studies, IRIS provides additional start-up/recruitment grants for incoming internationally-oriented faculty including two new ALC faculty who will become CEAS China and Korea core members. To expand these opportunities, we propose to offer faculty and librarian travel funds to important conferences such as the AAS, small junior faculty research grants, and the UW-PKU workshop on Higher Education led by CEAS affiliate Nelson.

II.B. Administration of CEAS The Center is administered by a director (a tenured faculty elected for a 3-year term), and a half-time assistant to the director, who are supported by shared IRIS staff including a financial specialist. The current director, Shelly Chan, is an associate professor of History (PhD, UC Santa Cruz 2009) specializing in the history of modern China and Chinese global migration and diaspora; her recent publications include a monograph (Duke 2018) and an article in the field's flagship journal, *The Journal of Asian Studies* (Feb. 2015). Fluent in Cantonese and Mandarin, she has conducted research in China, Hong Kong, and Taiwan, teaches lectures and seminars on China in Asia and the world, and advises undergraduate theses and PhD dissertations (App A). The assistant to the director, Laurie Dennis (50% CEAS), holds a BA degree from UW-Madison in Chinese lang. and lit. and PoliSci and a MA degree in Journalism from U of Minnesota, and has extensive experiences living and traveling in China (App A). Ms. Dennis is in charge of office and event management, communication with faculty, students and the public, and all center finances and operations; we plan to use NRC funds to increase the Asst. Dir. appointment by 20% to enhance our outreach (I & IX). We also plan to help cover the salary of a financial specialist shared with other centers and partially supported by UW IRIS to maintain our admin. capacity.

Faculty Oversight The CEAS is faculty driven and governed and is supervised by a director and 5 faculty committees. All core faculty and teaching staff make up the Faculty Committee (45

members) that meets biannually. Tenured core faculty from a variety of departments and professional schools (Education, Law, History, ALC, Sociology, Engineering) make up the main decision-making body, the Executive Committee (32 members). The Steering Committee and FLAS Committee each consists of 5 core faculty and staff, also from a wide representation of departments and schools; the Library Committee consists of two EA librarians and three core faculty. All committees are rotating, with the FLAS Committee selecting all recipients of FLAS grants, the Library Committee overseeing library matters, and the Steering Committee serving as the advisory body for the CEAS director, who receives a one-semester course release from IRIS.

Faculty Supervision and Advising All EA faculty are university instructors who teach, supervise and advise students. Unlike many large universities, UW-Madison does not appoint faculty solely for research, outreach or administration. Full-time faculty teach nearly every EA course, in some cases with the aid of TAs. Survey data indicate that time devoted by faculty to teaching or working with students ranges from 30% to 100%, with the norm being about 60%. Faculty tenure evaluations are based on equal parts research, teaching, and service.

II.C. Equal Access of Under-Represented Groups The UW-Madison has a firm non-discrimination policy that forbids employment discrimination on the bases of race, creed, color, religion, national origin or ancestry, sex, age, disability, sexual orientation, marital status, arrest or conviction record, political affiliation or membership in the National Guard. We are committed to equitable access and are in full compliance with section 427 of General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). For example, the Women in Science and Engineering Leadership Institute (WISELI) holds a two-part workshop on recruiting women and minorities required for members of every faculty search committee; it educates on recruiting a pool of excellent and diverse candidates, preventing bias, and ensuring fair and thorough reviews of applicants. CEAS promotes diversity and inclusiveness in filling all faculty, staff, and committee positions, as demonstrated by the fact that we are 35% (27 of 78) females and 53% (41 of 77) minorities.

III. IMPACT AND EVALUATION

III. A. Program Impact on University, Community, Region, and Nation Inspired by the *Wisconsin Idea* of research, teaching, and public service, CEAS serves its constituents as a source of first-rate knowledge and training related to East Asia. In assessing our impact, CEAS uses evaluation mechanisms required by UW, post-event assessments and enumerations, and the SWEPT surveys created by UW's IRIS and area studies centers.

What is SWEPT? In 2010, UW's area centers, with support from the International Division and the Provost's office, created a highly effective model for Title VI impact assessment and evaluation, the **Standardized Wisconsin Evaluation Plan for Title VI (SWEPT)**, designed and implemented by UW sociology professor Ted Garber, a survey design specialist and former director of our Russian NRC. This plan led to the creation of two replicable surveys, each carried out at intervals described below: **Global Learning Outcomes at Wisconsin Survey (GLOWS)** and **Area Studies Alumni Survey (ASAS)**. GLOWS surveys all current UW sophomores and seniors, then analyzes only those surveys completed by US citizens that are relatively complete. In this way, we measure the on-campus impact of the programming of CEAS (and other area studies centers here) on US citizens, the target audience for NRC activities. The questions in GLOWS go to the heart of student engagement with our center: knowledge of center programming and courses, incentives for studying languages, use of fellowship opportunities, international career ambitions, study abroad experiences, programming that the center does well, and programming that the center could do better. We administer GLOWS every three years and plan to contribute funds for this purpose. GLOWS-1 was conducted in 2013 and GLOWS-2 in 2016. GLOWS-3 will occur during this grant period, in 2019. ASAS surveys all known alumni of UW-Madison's area centers to obtain their assessments of the value of their UW area training (language and area studies, advising, program activities, and, when applicable, FLAS and other fellowships). In addition, ASAS compiles quantifiable data on the careers and international engagements of alumni at various stages of their post-university lives. The ASAS surveys are administered at ten-year intervals, with ASAS-1 completed in 2011 and ASAS-2 scheduled for 2021.

SWEPT surveys, in combination with other methods of evaluation (including UW enrollments and graduation records, attendance and feedback records for CEAS-sponsored events, and E Asia library data), yield 2 obvious takeaways: (1) that the impact of our undergraduate and graduate training and advising programs, as well as outreach programs for students and the broader public, has been significant at the university, community, state, and regional levels; and (2) that students trained by CEAS have used their training, including language, to develop careers that contribute to our nation's priority needs in education, government, and business. TABLE III.1 below summarizes selected activities and impacts that we measure on a regular basis and includes assessments that derive from SWEPT that we will support with NRC funds.

Table III.1. Selected Recent Impact on UW, Community, Region, & Nation		
Activity	Impact	Indices
High quality training of undergraduates (BA and certificate) & graduate students (MA & PhD degrees) in East Asian studies.	Increased number of UW-trained alumni develop knowledge of E Asia for government, business, education, and non-profit sector employment.	In the past three academic years (2014-2017), our East Asia programs have awarded 128 BA/BS degrees, 410 certificates, 21 MA or professional degrees, and 15 PhDs. In 2016-17, 4,605 undergraduates and 533 graduate students were enrolled in non-language EA classes; 1076 undergraduates and 118 graduate students were enrolled in EA language classes. Since 2015, over 550 students studied in E Asia in UW-sponsored programs. SWEPT/ASAS (in 2011): 54% of alumni overall (68% of those affiliated) reported that E Asia non-language training was at least somewhat useful after graduation; 34.1% overall (50.7% of those affiliated) reported that E Asia non-language training was "very" to "extremely" useful in their careers.
Training students for jobs in areas of national need AP1.2	EA graduates placed in government, business, military, or education jobs.	SWEPT/ASAS (in 2011): 44% of employed alumni (35% of advanced degree recipients) have held a job in government, business or the military; 54% of employed alumni (62% of advanced degree recipients) have held a job in education.
Training students for EA-oriented jobs where EA skills are significant AP1.2	EA graduates placed in careers in the field for which they were trained.	From 2010 to 2017, 112 students completed internships in EA developed or facilitated by UW. SWEPT/ASAS (in 2011): 72% of alumni reported using EA area expertise in their jobs; 65% reported using an EA language in their jobs.
Performance-based instruction in EA languages to UW undergraduate & graduate students	Increased number of UW students obtaining critical skills in EA languages for professional, government, & academic careers.	In academic years 2016-18, an average of 1174 UW students enrolled in E Asian languages, with 20% enrolled in advanced or specialized classes each year. SWEPT/ASAS (in 2011): 53% of alumni overall (69% of those affiliated) reported that E Asia language training was at least somewhat useful after graduation; 39.2% overall (50.7% of those affiliated) reported that E Asia language training was "very" or "extremely" useful after graduation.

Outreach programs for K-12 teachers and students; outreach to post-secondary teachers, including in community colleges and MSIs AP2, CPP2	K-12 students informed about E Asia; K-12 teachers enhance curricula with better E Asia knowledge, post-secondary teachers given access to UW's E Asia resources.	Korean STARTALK program in summer 2017 introduced 22 American high school students to Korean language and culture. Advanced E Asian language undergraduates tutor students in high schools where these languages are not offered. Faculty gave presentations in K-6 education, including in 4 th grade language arts and 3 rd and 6 th grade social science classes. *Outreach to teachers, including extensive collaboration with our School of Education, is a key feature of this proposal.
Public events disseminating diverse, research-based perspectives on EA AP1.1	Public leaders, citizens, and students hear diverse perspectives on East Asia and related issues of pressing concern	In 2017-18, 3 public roundtables on the North Korea crisis held in Madison and out-state Wisconsin (reached 175 people); more than 10 public lectures and radio and TV appearances by CEAS law, politics, and history faculty on issues related to North Korea. In 2017-18, 9 film screenings and commentaries (800 attended).
CEAS faculty hosted regional and national conferences on E Asian language education AP2	Language teachers discussed and developed innovative approaches to language teaching.	In Spring 2018, UW-Madison hosted the 26th annual meeting for the International Association of Chinese Linguistics & the 20th International Conference on Chinese Language and Culture, and the 27 th Central Association of Teachers of Japanese conference.

III.B. Equal Access of Under-Represented Groups Diversity is integral to UW's master plan, which builds on pre-college programs (PEOPLE) and financial aid to recruit and retain students from underrepresented groups, and uses post-doctoral fellowships and target-of-opportunity hiring to increase faculty and staff diversity. Expanding CEAS involvement in the PEOPLE program and other initiatives (e.g., with the College of Menominee Nation) is central to this proposal. CEAS complies fully with Section 427 (GEPA) in employment and student and public access. CEAS events are held in accessible locations, screened films are captioned, and sign language interpreters are available upon request. These resources will be enhanced by videos and podcasts of major event proceedings we plan to provide at our HUB site using NRC funds. Relevant data pertaining to faculty are reported in our statement on Section 427 of GEPA, appended to this application.

III.C. Evaluation Plan CEAS and the University continually work to improve the ways in which we evaluate the impact of CEAS, its faculty, and its activities. Entry and exit performance tests (using the best available guidelines) are administered in all EA language courses, both to assess the language proficiency levels and to monitor quality of instruction. Student evaluations of course offerings are mandatory and widely publicized, with CEAS core faculty regularly receiving marks above 4.0 on a 5-point scale. All faculty submit annual activity reports for cost-of-living and merit-

raise exercises and promotion reviews include teaching evaluations, services on and off campus, advising, and scholarly production. The CEAS Steering Committee and Library Committee engage in ongoing evaluation of Center and Library activities. The University conducts 10-year reviews of all degree and certificate programs: the EA Studies major was last reviewed in 2010; EA Studies certificate in 2015; Chinese and Japanese majors in 2016; and Chinese and Japanese Professional Communication certificates in 2018. Based on the outcomes of these reviews, we continue to improve our models of instruction and curriculum as discussed further in VI, VII, and VIII. CEAS gathers data on all its activities, most of which are available in our annual IRIS reports. All these forms of evaluation remain integral to our current plan. The following is a summary of our evaluation plan for 2018-22, addressing our 6 primary program goals (see I). Detailed evaluation measures, baselines, targets, and sources are provided in the Performance Measure Form (App C).

Goal 1: Strengthen the Korean Program, all EA language enrollments, and the overall quality of language instruction. To assess the Korean Program and the “hybrid” model of EA language teaching, we will use UW faculty numbers, TA support, course and certificate offerings (including, with ALC, a new business Korean course, Korean content course, and Korean certificate) and enrollment data; records of Korea-related library acquisitions; participation in pedagogy workshops; development of new online materials and assessment tools; and ASAS-2 to assess post-graduate placement in careers using E Asian languages. The goal is to expand the Korean program and increase EA language enrollments by 10%.

Goal 2: Help internationalize the curriculum at minority-serving institutions and community colleges. We will measure our progress by participation in CEAS collaboration with CMN; enrollment of Madison College students in UW E Asia courses; participation in Madison College Youth Education Summit (YES) on China and the Environment; development of new international curricula at Madison College. The goal is to increase the number of community college students taking UW EA courses and enrolling in China-focused YES [CPP1].

Goal 3: Develop synergies with the School of Education through the “East Asia in the Upper Midwest” initiative. We will assess the effectiveness of the new K-12 teacher training programs

through participation of pre- and in-service teachers in 2 CEAS study abroad programs and 3 workshops; follow-up questionnaire data from workshop participants; and enrollment data for CEAS-supported S of Ed courses. We will track CEAS attendance at state DPI workshops and the number of DPI standard-compliant K-12 teaching materials developed and made available to teachers and S of Ed students. To assess the “hub,” we will track usage of the new HUB website and the number of teachers introduced to CEAS teaching materials in K-12 professional development workshops. The goal is to increase incorporation of EA-centered materials into K-16 course curricula [AP2, CPP2].

Goal 4: Build strength in social scientific and geopolitical knowledge through the “East Asia Now” initiative. We will measure our strength using data on social science faculty (including a new associate director of CEAS), course offerings, and enrollments; attendance at public forums on current affairs; participation in and hosting of UW-PKU Workshop on Higher Education; and library acquisitions in social sciences and librarian participation in professional development opportunities. The goal is to expand the role of CEAS, the School of Ed, the Library, and the University as a public resource for social scientific understanding of E Asia, and reach at least 200 people each year through our public forums on current affairs [AP1.1].

Goal 5: Improve CEAS capacity and linkages as an East Asia NRC for the Upper Midwest. We will document enhanced capacity through data on new faculty; new course, workshop, and study abroad offerings; provision of links and resources on a new HUB website; sponsorship of, and participation in, events; and the online availability of event proceedings on the HUB website. We will track linkages and impact through a new CEAS “expert database” listing briefings, translation services, media appearances, and classroom visits. The goal is to establish public, online access to UW EA-related expertise and opportunities.

Goal 6: Increase the number of UW students graduating with EA language proficiency, area studies knowledge, and awareness of careers in areas of national need. We will use UW course offering and enrollment data, FLAS data (if applicable), and participation in pre-freshman study abroad programs to assess our impact on increasing the number of students obtaining skills in E

Asia languages and area studies; GLOWS-3 and participation numbers to assess student awareness of career opportunities; and ASAS-2 to assess post-graduate placement in careers using EA language and area studies expertise. The goal is to increase student enrollment in EA-related classes, participation in career-related events & employment in areas of national need [AP1.2].

III.D. Improvement Based on Recent Evaluations CEAS and UW-Madison use information from assessments to improve our programs. Over the last five years, the university engaged in an extensive review process of all Asian Studies on campus. This process included internal reviews of EA-related programs, several workshops, and a day-long retreat on the future of Asian Studies which brought in six external experts. The result was a resolve to build upon our expertise throughout Asia, emphasizing transnational linkages and regional interconnections, reflected in a structural change consolidating much of East Asian, South Asian, and Southeast Asian Studies in a new Department of Asian Languages and Cultures (ALC). As part of this consolidation, the university committed to hire three new faculty: in contemporary Korean cultural studies and contemporary Chinese cultural studies (both hired to start Fall 2018), and in Chinese politics (searching 2018-19). We are now poised to expand and improve our contemporary and interdisciplinary East Asian offerings, and our ability to think about how events in East Asia are having an impact on Asia and the world.

In improving CEAS programming, we take very seriously the feedback we receive from the SWEPT data. While most of the SWEPT data is positive, the recent evaluations regarding post-graduation job preparation indicate room for improvement. We have therefore begun work with the L&S career services center, SuccessWorks, to sponsor and publicize more career-related workshops beginning in fall 2018, esp. in areas of national need such as gov't. service, defense, intelligence, and trade, and we ask for funds to enhance publicity & attendance at these events.

III.E. National Needs and Dissemination of Information to the Public CEAS strives to address national needs in a wide range of its program activities. CEAS contributes to the development of more diverse, well-informed viewpoints through both on-campus instruction and broader production and dissemination of information to the general and professional public. CEAS targets

its lectures and other events to students, scholars, and the public. As evident in our North Korea-related roundtables, lectures, and workshops delivered in person and remotely around the state in 2017-18, CEAS informs citizens about research related to current issues of national concern in East Asia. The September 2017 roundtable on the North Korea Crisis became the first, pilot installment of the new, CEAS-sponsored “TransAsia and the World” podcast, set to begin regular biweekly broadcasting in July 2018.

Faculty in every discipline are instrumental in shaping national conversations, holding critical positions in national and international associations and editorial boards in their fields. Language faculty regularly deliver keynote lectures at conferences on language education; education faculty add expertise on EA curricula and assessment strategies to our national conversations on education; faculty in agricultural and applied economics contribute EA-informed perspectives to national debates about GMOs and pesticide use, intellectual property protection, and economic development. Faculty communicate their findings to the public through public talks (at, for instance, the Council on Foreign Relations, Lions Clubs International, National Committee on US-China Relations, Asia Society, International Food Policy Research Group, International Center for Not-for-Profit Law), websites (*The Hill*, *Slate*), blogs (*Econbrowser*), podcasts (“Korea Now,” “Meiji at 150”), radio (Public Radio International, Wisconsin Public Radio), and TV (NBC, C-SPAN). National newspapers (*New York Times*, *Wall Street Journal*, *Washington Post*, *Washington Times*, *LA Times*) and magazines (*Time*, *Economist*, *Foreign Policy*, *Politico Magazine*) have featured or quoted faculty work. The East Asian librarians field more than 1000 inquiries a year.

III.F. Placement of Students in Areas of National Need Of the 136 U.S. citizen alumni who responded to the survey in 2011, 82% live and work in the United States, with 21% remaining in Wisconsin. Most have worked at some point in education (54% of all graduates; 62% of MA or PhD recipients), followed by private business (34%) and government (11%). 72% of EA Studies alumni reported having a job where they used EA area expertise obtained via CEAS. Our BA/BS and professional language certificate graduates work in fields ranging from information

technology to non-profit management. Alumni work at all levels of education, from teaching E Asian language and other subjects in primary and secondary schools to acting as the World Language and International Education Consultant at the Wisconsin Department of Public Instruction. Many BA/BS recipients have pursued advanced degrees after UW. Our own PhD alumni now work at universities throughout the US, from R1 universities such as Princeton, Columbia, and Indiana to Lawrence University, Dickinson College, and various schools of education around the country.

III.G. FLAS Evaluation and National Needs CEAS is committed to using FLAS fellowships to encourage the achievement of advanced EA language proficiency among both undergraduates and graduate students. By expanding our career-related events for both undergraduates and graduate students, with a special emphasis on government jobs, we expect to increase the number of E Asian specialists, including FLAS recipients, who pursue careers in government, business, and non-profit sectors, as measurable in the SWEPT alumni survey (ASAS).

IV. COMMITMENT TO EAST ASIAN STUDIES

Internationalization has been a major component in UW's strategic plan ("the Wisconsin Idea") for over two decades. In implementing this vision, UW administrators have demonstrated deep commitments to interdisciplinary teaching and research, language study, and international programs and overseas linkages. Most of these initiatives have been centered in the College of Letters and Sciences (L&S) and the International Division (ID), where the two deans provide substantial support for: IAP (managing over 200 study abroad programs); IIP (coordinating overseas internships); the undergraduate IS degree program (with 330 majors); LI (providing support for LCTL pedagogy & administering the Flagship program and WLR); and, most recently, IRIS (since 2016, providing oversight and resources for all the program activities of UW's area studies centers).

TABLE IV.1 UW CONTRIBUTIONS TO EA STUDIES 2017-18	
<i>Category of UW Support</i>	<i>UW Contribution</i>
CEAS Permanent & Hourly Staff	34,061
CEAS Programming Costs	7,562
Non-Language Core Faculty & Teaching Staff	4,292,260
Language Core Faculty & Teaching Staff	1,272,480
Library (Includes: salary of EA librarian & assistants; acquisitions & cataloguing budgets; internet & digital access)	600,285
Outreach (Includes: IRIS support; staff salaries; grants for lectures, workshops, performances, conferences; internet access)	2000
Overseas Linkages (Includes: IAP (study abroad); IIP (internships); L&S support for faculty/student research/travel awards & visiting scholars; DIS (support for advancement initiatives))	166,710
Student Financial Assistance (Includes: EAS, DIS, IAP, minority, & departmental fwps & research/travel grants; teaching & project assistantships)	1,561,469
Total	7,936,8217

The University has a commitment to global education, research, teaching, and service; it provides support for several fellowships, including a Global Education Interdisciplinary Innovation Lab, International Student Fellowships, Global Graduate Research Fellowships, Hilldale Fellowships, and Wisconsin Idea Fellowships. International programs in the professional schools have also received strong support from recent chancellors. This includes support for the School of

Education's participation in the International Alliance of Leading Educational Institutes, the "Summer Workshop on Education" with Beijing Normal University and Peking University (summer 2018), and various study abroad and exchange programs, the Business School's Fetzer Fellowships to encourage business research and education on China, the Law School's EA Legal Studies Center (since 1990), the School of Medicine and Public Health's Global Health Institute (GHI, since 2005), the international policy degree program of the La Follette School of Public Affairs, and the numerous international initiatives of the College of Agriculture and Life Sciences (CALS). CEAS is linked to all these centers, programs, and institutes, and benefits from specific initiatives with each of them as indicated in this proposal and our faculty profiles (see App A).

IV. A. CEAS Operation The University provides CEAS with office space (including conference and lecture rooms with full technical capacities), internet access, software support, and language

labs and multimedia classrooms with relevant EA language materials. Outside of these contributions, the University has six major commitments to the Center: faculty recruitment and retention; seed grants for new faculty positions; graduate research grants; course development grants; student scholarships, and outreach. The contributions for East Asian studies in 2017-18 are summarized in Table I.1. Currently, UW-Madison pays 50 percent of the Assistant to the Director's salary, and in addition, will cover 50 percent of the new Associate Director's salary and fringe beginning in 2018-2019. Below are listed financial commitments to the study of East Asia in four larger areas: faculty support, graduate support, study abroad and international internships, and library support. In 2017-18, the total amount of UW contributions is over \$7.9 million.

IV.B. Teaching Staff Support The UW's commitment to East Asian studies is most directly demonstrated by support for core faculty recruitment, promotion, retention, and replacement. The University provides 5.80 million in salary and benefits for its 41 core faculty. On top of this, L&S, ID/IRIS and the Graduate School have worked successfully with CEAS and the relevant departments to provide significant financial resources for hiring 15 new faculty since 2010. This number does not yet include two incoming faculty who were hired in 2017-2018 by ALC (China and Korea). Six core teaching faculty have been promoted to associate professor with tenure and 7 to full since 2010. The University has also provided critical support for the retention of five faculty who held outside offers from prestigious institutions.

The University provides significant support for research as well as for teaching. Core and affiliate CEAS faculty have been successful in the University's annual Fall Competition. The program, funded by Wisconsin Alumni Research Fund (WARF) provides research funds, summer salary, and project assistantships, and most junior faculty have received three to four awards. In addition, the Graduate School provides book subvention grants, which four faculty have used to offset the cost of book printing. Since 2010, four core faculty have received fellowships from the University's Institute for Research in the Humanities to support research and writing. The University has several multi-year named fellowships that come with research funds and financial support: 5 faculty received Vilas fellowships and one a Halls-Bascom Professorship. In addition,

the University also supports faculty and course development. Three core faculty have received course development grants; CEAS proposes new ones to encourage enrollments & online delivery.

IV.C. Libraries The University provides significant amounts of support for bibliographic materials related to East Asia; in 2017-18, \$200,766 for the acquisition of new titles and databases, and \$399,519 in personnel costs for the two EA librarians and their student employees. In addition to a librarian for the cataloguing and acquisition of Chinese and Korean language sources, the library added a Japanese studies librarian in 2016. The library's collection of East Asia-related materials has been increasingly substantially by nearly 9,000 titles/year. More in V.

IV.D. Overseas Institutional Linkages The University has prioritized various efforts to increase international education, especially opportunities to study abroad intensively and take internships overseas. A substantial proportion of the University's \$12.5 million study abroad office budget goes toward its signature and affiliate programs in institutions in China, Japan, Korea, Hong Kong, and Taiwan (see Table VIII.3). These programs have a significant amount of faculty support: University professors regularly lead students to Asia, teach courses in UW programs, and participate in study abroad programs and internships in other ways. China is the fourth most popular destination among all study abroad students at the University. Internship programs in Japan have consistently been the top-ranking destination for students (ranked #1 in 2018).

IV. E. Outreach Currently CEAS has a modest budget for outreach activities fully supported by UW funds; its signature event last year was the North Korea Crisis Roundtable offering faculty expertise that was held three times in Fall 2017 and attracted 175 attendees. In coming years, we plan to collaborate with UW IRIS and eight other area studies centers on various cross-regional initiatives and to implement EA-specific activities by using the Title VI grant (I & IX).

IV.F. Graduate support The University plays a critical role in supporting graduate research. The total financial support for graduate students in 2017-2018 totaled 1.264 million dollars. This support is provided through out-of-state tuition remission; teaching, project and research assistantships; and various fellowships such as the International Institute Scott Kloeck Jensen Award. Qualified graduate students are eligible for University Fellowships; Dissertator

Fellowships; Advanced Opportunity Fellowships (for under-represented groups); Wisconsin Distinguished Graduate Fellowships, Mellon-Wisconsin Fellowships, IRIS Graduate Fieldwork Awards, as well as several fellowships connected to the University's Institute for Research in the Humanities. Since 2014, 11 EA doctoral students received these grants. ALC also has funds for student support, including the Starr Fund for Far Eastern Studies endowment from the Starr Foundation to support graduate students in the Chinese program. In addition to these, the Graduate School funds some travel for dissertation research and conferences. In 2016 five core CEAS faculty in ALC, History, and Art History were awarded a four-year "Collaborative Training Grant" in 2016 by the Graduate School to fully support 4 grad students researching pre-modern China.

V. STRENGTH OF LIBRARY

V.A. Strength of Holdings With more than 10 million volumes, UW-Madison has the 12th largest research library collection in North America, according to a 2017 survey of the 111-member libraries of the Association of Research Libraries. Housed in Memorial Library, the East Asian

Table V.1: EA Collection 2013-17, Total Physical Vol. Held					
Year	Chinese	Japanese	Korean	Non-CJK	Total
2013	182,264	84,482	7,047	54,234	319,027
2014	185,851	86,425	7,367	46,443	326,086
2015	189,476	87,543	7,629	48,579	333,227
2016	196,745	89,454	7,902	50,822	344,923
2017	201,518	91,567	8,133	53,184	354,402

Collection, supervised by librarians Dianna Xu (Chinese, Korean, and general East Asian materials) and Yoriko Dixon (Japanese materials), is the only East Asian collection in the state of Wisconsin and boasts more than

350,000 items in Chinese, Japanese, Korean, and European languages, and a further 5,000 items in Tibetan and Mongolian. The EA Collection has grown steadily over the last four years (an average of 8,844 volumes annually since 2013) as summarized by the CEAL (Council of East Asian Libraries) data in Table V.1.

The Non-CJK designation denotes western language volumes on China, Japan and Korea and does not include the holdings of our Central Asian Collection, which includes an additional 212 titles in Mongolian and 4,990 titles in Tibetan. The library also maintains access to approximately

30,000 e-volumes related to EA. For at least the last five years, the EA Collection has consistently ranked 18th in size among all CEAL member libraries.

Materials on EA and in EA languages are also held elsewhere on campus. Special Collections houses Chinese and Japanese rare books, manuscripts and other materials; the Kohler Art Library contains more than 4,000 titles in EA languages and thousands of titles in Western languages about EA art. The Chazen Museum of Art houses the privately endowed Van Vleck collection of over 4,000 Japanese color woodblock prints, including many collected in the early 20th century by Frank Lloyd Wright; the Chazen collaborates frequently with the Art History department, History department, and CEAS to use this collection for workshops in regularly-offered classes and K-12 teacher workshops. The Wisconsin Center for Film and Theater Research has the largest research collection of Taiwanese films outside of Taiwan, many of them rare prints from the 1950s and 1960s. CEAS works with UW Cinematheque and the Wisconsin Film Festival to arrange for public screenings from this collection and the collection of Japanese films in the Communication Arts department. The Law, Music, and Geography libraries have significant materials related to E Asia, and the Helen Louise Allen Textile Collection has an unparalleled collection of fabric and clothing from Chinese minority groups, with high-quality images freely available online with interpretive materials.

V.B. Institutional Support The UW Library System provides strong support to the EA Collection with more than 3 FTE of staff dedicated to EA. An EA Studies Librarian is in charge of selecting Chinese and Korean materials and Western-language materials about East Asia; and a Japanese Studies Librarian has responsibility for developing the collection of Japanese materials and Western-language materials about Japan. In 2017 they conducted 18 presentations serving more than 700 people, and answered more than 1,000 reference questions. Support for EA acquisitions and cataloging is provided by an additional 1 FTE dedicated EA cataloguer as well as additional work from a copy cataloguer and a staff member in acquisitions with expertise in Chinese.

UW financial support in 2017 for the EA collection included \$200,766 for acquisitions, \$399,519 for salaries (including fringe benefits), and approximately \$10,000 for supplies,

expenses, and travel. CEAS has an active Faculty Library Committee that advises the bibliographers, facilitates outreach, and has successfully assisted staff in obtaining acquisition funds from the Japan Foundation, the Korea Foundation, and others. We seek Title VI funds to increase our holdings related to the social sciences and contemporary EA, and to expand the professional development support we provide the EA library staff to enable them to attend AAS, CEAL, NCC, and other conferences and workshops and to conduct collecting runs to Asia.

V.C. Cooperative Arrangements The Library facilitates access to its collections through in-person accessibility, Interlibrary Loan (ILL) and related borrowing arrangements, and online databases. The Library takes seriously its commitment to the public. Residents of Wisconsin are able to obtain direct borrowing privileges. Anyone in the ILL system may borrow materials from UW-Madison through their local school or public libraries, and this service is heavily used. As a particular service for teachers, the School of Education Library has created a curriculum and instructional materials collection in its Media, Educational Resources, and Instructional Technology (MERIT) library that CEAS enhances with materials related to teaching about EA. This collection is accessible to K-12 teachers statewide through ILL, as well as in person. In 2017, UW-Madison ranked 3rd nationally among the 111 members of the Association of Research Libraries in its level of both lending (94,294 items) and borrowing (80,991 items) through ILL. Likewise, the EA Collection consistently lends more volumes through ILL than it borrows from other institutions. (See Table V.2)

Table V.2 - East Asian Collection ILL Activity, 2015-17		
	Total ILL Items Loaned to Other Institutions (Total Requested)	Total ILL Items Borrowed from Other Institutions (Total Requested)
2015-16	882 (1108)	378 (429)
2016-17	640 (909)	540 (596)

The library continues to increase its online offerings. Under licensing agreements negotiated both individually and with other universities in CEAL, the EA Collection provides access to 16 Chinese databases, 4 Japanese databases, and 1 Korean database. Since 2014, due to EA Librarian Dianna Xu's service as a Senior Advisor for the Chinese Academy of Social Science Library, UW-Madison has been the only institution outside of China granted free access to the Chinese National

Social Science Database. We recently joined with UNC-Chapel Hill and University of Pittsburgh to purchase the first collection of Airusheng's Fang Zhi Ku text-searchable database of Chinese local gazetteers. All of these electronic resources are available to UW-Madison users & visitors.

The Library website provides access to curated EA content for students and faculty both here and elsewhere. The UW Digital Collections' East Asian Collection website of historical images received more than 9,000 usage sessions in 2016-17. It includes historical photographs of China, as well as the Ainu Komonjo, a public access digital version of CEAS faculty member Emiko Ohnuki-Tierney's collection of rare, 18th- and 19th-century Japanese manuscripts and printed materials related to the Sakhalin Ainu in facsimile, full-searchable text, and English translation. Online guides to the EA collection and such course-related topics as EA visual cultures and genres of Asian religious writing are also available to users both on and off campus.

VI. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

CEAS faculty offer courses related to contemporary and historical East Asia in 22 departments (App A&B). Approximately 90 non-language EA-related courses are taught annually by our faculty, fulfilling the requirements for EA studies majors, minors, and graduate programs across schools and colleges (VIII & App B). In 2017-2018, for instance, 86 courses were offered, enrolling a total of 4,650 undergraduate and 533 graduate students. Five departments (Anthropology, Art History, ALC, History, and International Business) typically offer five or more non-language courses each year with at least 25% EA content. The program is strengthened by the excellence of UW-Madison's departments (with 11 social science and humanities departments in the top 20 nationally), all of which provide strong methodological foundations for effective area study and the preparation of students for related careers. The quality of graduate training is exemplified by the success of UW students in obtaining external grants for research in E Asia. Since 2014, UW-Madison doctoral students have received research grants from IIE Fulbright (12), Fulbright-Hays Dissertation Awards (2), NSEP/Boren (3), SSRC (2), and internal campus-wide dissertation, fieldwork and related awards (11) to complete research related to East Asia.

VI.A. Quality and Extent of Course Offerings Courses with EA content are available in several of UW's professional schools, including Agriculture (3), Business (5), Education (4), Engineering (1), Communication (3), and Law (2). Outstanding examples include: **in the School of Education**, the initiative to offer training in global higher education policies and theories at different levels of the curriculum, along with summer study abroad opportunities that focus on education. The First Year Interest Group course Proseminar: Globalizing Education (C&I 375, Hawkins) is a small enrollment course designed especially for first year students. The FIG concept is an innovative undergraduate initiative implemented by the College of Letters & Science a decade ago. FIGs link 3 courses into a cluster of 20 incoming-undergraduates focused on a single theme. The Globalizing Education FIG was aimed at prospective applicants to UW's teacher-training program; it was offered in Fall 2016 and Fall 2017 to 39 students, with the core course, C&I 375 (Globalizing Education) taught by Margaret Hawkins (App B), a strong advocate of international education. Through her course, Hawkins coordinated student participation in 2 linked courses (both with 25% EA Asia content): International Studies 101 (Introduction of International Studies) and Anthropology 104 (Cultural Anthropology & Human Diversity). Area content was supplemented by the participation of regional specialists (both graduate teaching assistants and faculty) in the discussion sections of all 3 courses. In addition, the seminar "Internationalizing Educational Knowledge" (C&I: 727, Popkewitz) discusses related content at the graduate level. **In the School of Business**, the popular International Business course (BUS 200, Tuli) is offered every semester, with Contemporary Topics in International Perspectives offered every fall (IB 365, Tuli). Both of these courses contribute to the B.B.A. in International Business, Asia Track. **In the school of Engineering**, Sustainable Innovation in E Asia (CEE 629, Park) is offered every year and attracts undergraduate and graduate students in the College of Engineering. Faculty **in the Law School** offer courses annually including Legal Issues: North America & East Asia (LS 872, Smithka) and Chinese Law (LS 940, Ohnesorge).

VI.B. Depth of Specialized Course Coverage in More Than One Discipline Our faculty offer courses with EA content at all levels, including a wide range of intermediate and advanced courses. Many departments have developed “Gateway” courses specifically geared towards undergraduates, with no prerequisites such as: Intro Anthropology of Japan (ANTHRO 357, Ohnuki-Tierney), Survey of Asian Art (ARTHIST 203, Li), Gateway to Asia: Trekking Through Asia (new ASIAN 100, Ridgely), Intro E Asian History—sections in China, Japan and Korean (HIST 103, 104, 108), Intro E Asian Civilizations (E A STDS 255, rotating), and Survey of Japanese or Chinese Literature (E ASIAN 261,262,263, 264, rotating). In AY 2016-17 and 2017-18, there was a total of 34 undergraduate courses offering introductions to various aspects of East Asian studies (100- and 200- level), 70 undergraduate courses that treat EA topics in greater depth (300-level or above), and 20 graduate courses focusing on EA (700 level or above). (App B)

Numerous examples of high-impact courses can be found in App B. Some outstanding examples from the 2017-18 year include: E Asian historians regularly teach high-impact, research-focused, Historian’s Craft (HIST 201) a course that has covered such topics as, Shanghai Life and Crime, Post-Imperial Japan, and the Korean War. The course also fulfills general education requirements and teach students how to investigate topics in East Asian sources for themselves; many of these students then work on independent research projects and senior theses with E Asian history faculty. East Asian Studies Topics: Korean Culture (E ASIAN 300) Through the CIC Korean Studies E-school program sponsored by the Korea Foundation, UW Madison faculty in Korean studies have shared courses with peer institutions through distance learning, and UW students have been able to enroll in diverse Korean course offerings from other institutions. Manga (E ASIA 376 / LITTRANS 231, Kern), a topic of high student interest, encourages students to engage with the topic through visual/verbal essays, reflecting the mixed visual/verbal nature of the texts studied. During the academic year this course is lecture discussion based, while in the summer Kern offers this course in online format. This course will be at the core of a newly developing UW program on global comics’ studies. Most EA faculty offer students the opportunity to enroll in

honors, directed study, and senior thesis courses. These classes allow students one-on-one in-depth specialized study with a professor who has expertise in their particular area of interest.

VI.C. Pedagogy Training for Teaching Faculty and Instructional Assistants As the courses listed in App. B demonstrate, the numbers of teaching faculty are sufficient to sustain a rich and vibrant offering of courses. EA faculty are active in pursuing opportunities to improve their teaching methods and to train graduate students in effective teaching. The annual Teaching and Learning Symposium provides an opportunity for all instructional faculty, staff and TAs to share best practices and discuss new learning and teaching practices and theories in a forum dedicated to enriching the student learning experience. CEAS affiliates have received grants to develop instruction for blended online learning. The College of Letters and Science offers extensive training to all Teaching Assistants (TAs) with appointments in the college. Offered every August and January, this professional development opportunity helps graduate students meet pedagogical challenges they will face in the classroom. TAs are paired with Teaching Fellows and discuss strategies and resources to help navigate the classroom, work within a teaching team, interact with a diverse group of students, understand campus policies as they related to their appointments, and integrate technology in the classroom. Other schools and colleges also provide this professional development training for students with a TA appointment. Beyond training at the college-level, each home department also offers training at the start of each term, and provides supervision and guidance throughout the semester. This may be in formal group workshop settings, or one-on-one with a primary faculty member or pedagogy specialist. Numerous other university initiatives provide professional development to TAs and other instructional staff through the Graduate School.

VI.D. Interdisciplinary Course Offerings for Undergraduate and Graduate Students As noted above CEAS faculty are continually teaching and developing interdisciplinary courses in innovative formats. Successful examples of undergraduate courses include First-year Interest Group, “The Monstrous and the Supernatural in Japanese Visual Culture,” led by CEAS faculty Phillips (Art History 105) linked with Young’s introduction to Japanese History (HIST104) and Cultural Anthropology and Human Diversity with EA content (ANTH 104)—students enrolled

attend all three classes together and are exposed to interdisciplinary approaches. The interdisciplinary gateway course required for the EA Studies Certificate, Introduction to EA Civilization (E A STDS 255), is taught by rotation by faculty from various departments, disciplines, and regions of specialization. An introduction to various approaches for analyzing contemporary EA, it looks at Chinese, Japanese, and Korean cultures through comparative and interconnected lenses. The course has six units—Music, Food, Futurism, Nostalgia, Fear, and Play—including lectures on topics such as 1980s Chinese rock-and-roll, meat consumption in EA, Korean new media art, gender and the Japanese throne, artificial intelligence and the game of gō, and EA's nuclear power industry. In History, Murthy (transnational Asia) and Chan (Chinese diaspora) regularly offer undergraduate and graduate courses (HIST 276 & 706) blending history with cultural studies, anthropology, philosophy, and religion. The proposed course development grants will allow CEAS faculty to enhance future interdisciplinary offerings.

VII. QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

VII.A. Languages and Levels Offered through the Center or Other Providers UW-Madison is a nationally and internationally recognized powerhouse in language education, considered the 2nd-most innovative US campus in foreign language study for 2018 by theBestColleges.org. EA languages are no exception. Over 51 courses in Chinese (4 yrs), Japanese (4 yrs), Korean (4 yrs), Tibetan (3 yrs) and technical Japanese (beginning through advanced levels) are regularly offered during the academic year. During the summer, Chinese (all levels up to 5th yr) is offered through the UW Intensive Chinese Language Program in Tianjin, China, 2nd Year Japanese courses are offered on campus, and Tibetan (2 yrs) are offered through the Wisconsin Intensive Summer Language Institutes. Further, in summer 2017, our Korean program run the highly successful STARTALK Korean Language and Culture Academy for high school students, funded by the National Security Agency. This program was funded again this summer.

In conjunction with the launch of the Certificate in Chinese Professional Communication (2012) and the Certificate in Japanese Professional Communication (2011), we began to offer

courses that focus on Conversation and Business Communication. Further, starting in fall 2019, we will further diversify upper-level courses by offering Advanced Readings, Advanced Language through Media, and Advanced Topics in Translation for both languages. Meanwhile, the Technical Japanese Program, housed in the College of Engineering, continues to offer Technical Japanese, Japanese for Business and Industry, Japanese for Politics and Government, and Research in Japanese Technical Literature. These options help students in a wide variety of fields in the natural sciences, social sciences, and humanities tailor their language learning experience suitable for their respective career aspirations. Our plan is to expand our course offerings in Korean and to develop the certificate program comparable to the ones in Chinese and Japanese. The fact that our Korean program was the sole finalist for the 2018-20 Flagship Program attests to its quality and potential.

VII.B. Student Enrollments Overall, the enrollments in EA language courses remain strong.

The statistics released by the Modern Language Association (MLA) this February indicated an overall decline of 9.2% from 2013 to 2016 in enrollments in foreign languages in colleges and universities nationwide. As for EA languages, the MLA data indicates a 13.1% decline in Chinese, 3.1% increase in Japanese, and 13.7% increase in Korean. As shown in Table VII.1, the UW-Madison's statistics somewhat parallel the national trend.

Table VII.1. Enrollment in East Asian Languages									
	Total courses	Total enrollment	UG	Grad	First Year	Second Year	Third Year	Fourth Year	Other*
2016-17:									
Chinese	15	459	440	19	156	81	52	32	138
Japanese	23	550	470	80	255	83	52	22	137
Korean	8	181	164	17	92	41	15	33	N/A
Tibetan	4	4	2	2	4	N/A	N/A	N/A	N/A
Total	50	1194	1076	118	507	205	119	87	275
2017-18:									
Chinese	15	382	364	18	161	62	58	18	84
Japanese	21	564	499	65	282	90	32	40	120
Korean	8	191	181	10	108	34	15	34	N/A
Tibetan	4	16	6	10	16	N/A	N/A	N/A	N/A
Total	48	1153	1050	103	567	186	105	92	204

*"Other" includes classical, conversation, business and technical language classes.

We must note, however, that our 1st and 2nd yr Chinese and Japanese courses are quite intensive, meeting 8 hrs/week for 6 credits each. These courses tend to cover nearly twice as much material as what is covered at peer institutions. While the intensity has been appreciated by many

who devote themselves to language study, with the recent trend of pursuing double and triple majors, the current arrangement has caused scheduling challenges for some students. In the meantime, a parallel track of less intensive elementary courses meeting 3 hrs/week has become a popular choice. Given this trend, the programs have decided to change this structure starting in fall 2019. By reducing in-class meetings to 5 hrs/week and implementing hybrid models of instruction through the enhanced use of online resources, we will increase the flexibility of scheduling for students who are eager to combine the study of various disciplines with the study of EA languages. In addition, we continue to strengthen collaboration with Madison College, UW-system schools, Big-Ten institutions, and beyond, so that their students can take advantage of our summer courses, and courses offered through distance learning (esp. for Tibetan, but for other languages as well).

VII.C. Courses in Disciplines other than Language, Linguistics, and Literature Offered in

Appropriate Foreign Languages A number of “content courses” in various departments, including anthropology, art history, history, and ALC, call for extensive use of the target language in the classroom. In addition, professors in these departments offer independent studies for students who desire to further their study of relevant documents written in EA languages. As noted earlier, our Technical Japanese Program offers courses that cover materials of interest for STEM related majors. In the meantime, the majority of intermediate and advanced “language courses” adopt content-based instruction (CBI) and project-based instruction (PBI) in which the students learn the target language through the study of various subject matters and real-world issues. “Content” covered in our advanced language courses include foodways, war and peace in East Asia, popular culture and soft power economy, and robotics and humans at work. We consider this trend that blurs the distinction between language and content courses a welcome development that fosters students’ appreciation of language in context and across curriculum.

VII.D. Number of Language Faculty and Exposure to Pedagogy Training With the exception of Davis, who teaches Technical Japanese in the College of Engineering, our language courses are primarily taught by faculty, academic staff, and graduate instructors in ALC. Currently, 5 tenured and tenure-track faculty in Chinese, 6 tenured faculty and one academic staff in Japanese, one

tenured faculty in Korean, one academic staff in Tibetan (all PhDs) are involved in the instruction of language courses with the assistance of 25-30 graduate instructors in a given semester. ALC will welcome one assistant professor in Chinese and another in Korean this fall.

Our language faculty are actively involved in national and international conferences and workshops on language pedagogy and acquisition. They have held positions in key professional associations (e.g., American Association of Applied Linguistics, American Association of Teachers of Japanese, American Association of Teachers of Korean, International Association of Chinese Linguistics) and editorial boards (e.g., *Applied Linguistics*, *Modern Language Journal*, *International Journal of Chinese Linguistics*), or authored textbooks (e.g., *An Integrated Approach to Intermediate Japanese*, *My Korean*, *First Year Tibetan Textbook*). This spring UW-Madison also hosted the 26th annual meeting for the International Association of Chinese Linguistics & the 20th International Conference on Chinese Language and Culture, and the 27th Central Association of Teachers of Japanese conference, where lively exchanges of ideas on future of language education took place. Zhang and Yang (Chinese), Nakakubo (Japanese), and Lim (Korean) have undergone ACTFL Oral Proficiency Interview tester training. Geyer and Mori are core faculty of the Doctoral Program in Second Language Acquisition at UW-Madison.

ALC established a language pedagogy committee, consisting of Zhu (Chinese), Geyer (Japanese), Lim (Korean), and Khedup (Tibetan) to exchange ideas. Our graduate instructors, many of whom envision their future career in language education, receive extensive training, including language teaching method courses offered by Geyer and Zhu, workshops and lecture series organized by the UW-Madison Language Institute (LI), and weekly meetings with supervisors. These graduate instructors are also active participants of regional and national conferences and workshops. The quality of our graduate instructors is shown by the fact that many of them go on to be successful tenured and tenure-track faculty, program coordinators, language lecturers at other major institutions (e.g., Columbia, Harvard, Princeton, Indiana, Washington, USC, UC-Boulder, just to name a few).

VII.E. Performance-based Instruction in Use and Being Developed Language instruction in EA languages at UW-Madison stresses the balanced development of four skills of speaking, listening, reading, and writing. In conjunction with the restructuring of our academic programs (see Section VIII), all of our language courses were thoroughly reviewed last year so that they clearly identify performance-based learning outcomes, which demonstrate vertical articulation across the levels. In all courses, tasks and projects simulating “real-life” situations are identified, and instructions are designed to foster the students’ ability to perform the assigned work in the target languages and to develop students’ cross-cultural and transcultural readiness. In addition to traditional written quizzes and exams, assessment activities include project presentations, reports, and oral interviews. Various types of activities such as conversation partner arrangements, service learning, or social media posts are also incorporated as part of class assignments in order to ensure the students’ use of the target languages outside of the classroom.

VII.F. Resources for Language Teaching and Practice and Language Proficiency

Requirements L&S Learning Support Services (LSS) work closely with language programs to provide technological support to ensure that instructors can teach in the best and most innovative ways. LSS, as well as LI, offer regular classes and workshops for instructors on how to adopt new tools and methods for language teaching.

Since fall 2005, the university, with the assistance of donor support, has operated a residential learning community called *Nihongo Hausu* (“Japan House”), a dormitory floor where students experience a semi-immersion learning environment, living together with a native-speaking graduate resident coordinator and taking a faculty-led 1-credit class conducted in the target language. Since its inception, 174 students have taken part in this learning community. Following the success of *Nihongo Hause*, *Zhongwen Tiandi* (Chinese House) was established in fall 2015 and has attracted 33 students thus far. We plan to add “Korean House” by fall 2020. In addition, weekly language tables, annual speech contests, and other extra-curricular activities are offered in order to encourage students’ use of the target languages outside of the classroom.

Although our programs do not have any strict language proficiency requirements for our majors and certificate students, our curriculum and summative assessments for the courses are informed by the ACTFL proficiency guidelines. Our learning outcomes by the end of 2-yr sequence reflect the levels equivalent to Intermediate Low to Mid, and by the end of 4-yr sequence reflect the levels equivalent to Intermediate High to Advanced Low. Other standardized tests such as the Hanyu Shuiping Kaoshi (HSK, Chinese Proficiency Test), the Japanese-Language Proficiency Test (JLPT), and the Test of Proficiency in Korean (TOPIK) are also used to gauge our students' development and provide necessary support. The anticipated addition of the Flagship Program, we believe, will further strengthen our Korean Program, and ultimately enhance the quality of all of our programs.

VIII. QUALITY OF CURRICULUM DESIGN

VIII.A. Undergraduate Degree Programs UW-Madison offers five East Asia-related undergraduate degree programs and three certificates; they are administered by CEAS, Depts of Asian Languages and Cultures (ALC, formerly East Asian Languages and Literatures) and Art History, and the School of Engineering. The BA and BS degree in Asian Studies with a concentration in East Asian Studies is multidisciplinary and requires 30 credits (at least 10 courses) on E Asia (distributed in humanities & social sciences) and a minimum of 2 years of performance-based instruction in an E Asian language. Students balance survey and gateway courses with appropriate advanced courses. The Certificate in East Asian Studies, also administered by CEAS, permits students with other majors to demonstrate a concentration on E Asia by completing 15 credits, or 4 to 5 content courses including up to 6 credits of language study. Study abroad in E Asia is encouraged and overseas courses routinely satisfy degree and certificate requirements (see IV). The East Asian Studies Certificate is attractive to students majoring in International Studies, among the top ten undergraduate majors in the College of Letters and Science (L&S). In addition, the College of Engineering offers an Undergraduate Certificate in Technical Japanese Studies, the only such program currently available in the U.S. See the full list of academic programs in Table

VIII.1. Starting in fall 2018, the administrative home of the undergraduate East Asian studies degree will be moved to ALC, where B.A. and B.S majors in Chinese and Japanese, as well as Undergraduate Certificates in Chinese Professional Communication and Japanese Professional Communication are currently offered. The new structure will enhance the students' understanding of E Asia within a broader context of Asia, while maintaining the same rigor in language and area studies training. CEAS will continue to contribute to the coordination of courses offered in various departments on campus that will satisfy the major requirements. EA Studies Certificate, which does not require language courses, will remain in the Center.

Table VIII.1: Undergraduate Curriculum Options Related to East Asian Studies	
Type of Degree/Certificate	Program Requirements
B.A./B.S. in Chinese	1 st -6 th sem language sequence, 2 courses in Classical Chinese, 2 upper-level literature or linguistics courses; plus an additional 5 credits in advanced courses in Chinese studies.
B.A./B.S. in Japanese	1 st -8 th sem language sequence, 2 upper-level literature courses, an additional course in Japanese civilization, plus an additional 5 credits in advanced courses in Japanese studies.
B.A./B.S. degree in Asian Studies, East Asian Concentration	30 credits including at least two years of an East Asian language beyond the elementary level, plus at least 16 credits of area studies courses (15 at the 300 level and above), half each from the humanities & social sciences, and 8 must be in a single discipline.
Certificate in East Asian Studies	Administered by CEAS. 6 courses with EA emphasis from three departments (3 at the 300 level or above) and including the required survey course, "Intro. to EA Civilizations." Language study strongly encouraged but not required.
B.A./B.S. Asian Track (Art History)	4 th unit of an Asian language, two courses in EA studies, 3 courses in two subfields (China or Japan), one pro seminar, two non-Asian courses.
B.B.A in International Business, Asia Track	12 credits in international business coursework (6 from IB department); 22 credits in an Asian foreign language (Chinese, Japanese, Korean and Tibetan are among the 16 approved languages for this region); 9 credits in area studies about Asia; semester abroad in a school-sponsored program in Asia (Beijing, Shanghai, Hong Kong, Tokyo or Bangkok).
Certificate in Technical Japanese Studies for Engineering Majors	3 semesters of Japanese and 2 of intermediate technical Japanese, and an elective in Japanese language or culture.

Certificate in Chinese Professional Communication	12-credits: “Business Chinese Communication” course, 6 credits language at the fifth semester and above, and 3 credits of Chinese studies electives.
Certificate in Japanese Professional Communication	12-credits: “Business Japanese Communication” course, 6 credits of language at the fifth semester and above, and 3 credits of Japanese studies electives.

VIII.B. Academic and Career Advising As noted in Section VI, the advanced study of E Asia (at the MA and PhD level) is supported in all the humanities and social science departments at UW. CEAS is committed to building stronger linkages with the professional schools, particularly with the School of Education (see I), to provide better academic and career advising to the more than 400 students in our undergraduate and graduate programs. One plan is to hire a new Associate Director (50% supported by NRC funds) who will have a PhD in the social sciences or the School of Education, offer relevant courses, and provide advising for students completing EA Studies programs and certificates. This will build upon current arrangements of shared advising provided by UW IRIS and other area studies centers and in the departments and schools. We also plan to collaborate with the College of Letters and Sciences’ SuccessWorks center (est. 2018), give students incentives to continue their studies. SuccessWorks aims to provide an innovative and integrated approach to preparing students for successful careers after graduation. There students can meet with advisors, get help with resumes, attend mock interviews, use a photo booth for headshot, get professional interview outfit—and connect with L&S alumni and interview for internships and jobs. CEAS will hold two such career events per year.

VIII.C. Graduate Training As Table VIII. 2 shows, we offer a range of EA-related or focused graduate training options from a variety of disciplines and professional fields. Graduate students may choose to pursue M.A., Ph.D., and Ph.D. minor in History through ALC, History, and CEAS. The CEAS-administered Ph.D. minor encourages and requires students to take EA courses in at least three departments outside the Ph.D. major with no language requirement. The M.A. and Ph.D. options in ALC and History both require rigorous training in more than one EA language and in area studies broadly relevant to the student’s research interests. Offered by the La Follette School of Public Affairs, the MIPA degree program, completed in two years of study, is organized around a curriculum of 42 credits made up of 6 core courses and 8 elective classes; it offers great flexibility

for students to pursue intellectual interests and career goals in international governance and policy analysis by selecting from a wide range of policy, language, and regional study electives.

Table VIII.2: Graduate Training Options Related to East Asian Studies	
Type of Degree/Certificate	Description
M.A., Ph.D. and Doctoral Minor Degrees in ALC, Chinese or Japanese	M.A. requires a minimum of 30 credits. Core seminars are required by program and additional language based on student proficiency. Doctoral minors must take 12 credits in Asian languages, Chinese or Japanese. Ph.D. requires 51 graduate credits, including four advanced seminars, advanced language proficiency (including classical reading proficiency) and one additional research language. Subfields include: Linguistics and Literature/Culture.
Ph.D. Minor in East Asian Studies	Administered by CEAS; 12 credits in EA courses in at least 3 departments outside major department.
M.A., Ph.D. and Ph.D. minor in History, East Asian track	M.A. requires 8 th semester in their main language (Chinese, Japanese, Korean), a minimum of 30 credits, and 1 semester each of CJK history. Ph.D. requires an additional 2 yrs of a second EA language or achieved reading knowledge of another relevant language. Students in Chinese history must have at least 1 yr of classical Chinese.
Professional/terminal MA degrees with East Asian studies focus field	The La Follette School of Public Affairs offers a M.A. of International Public Affairs (MIPA) requiring 42 credits made up of six core courses and eight elective classes. Regional focus field on East Asia is available. Emphasis is on language courses and social sciences.

The high quality of our graduate training programs is demonstrated by the campus-wide and national awards that our doctoral students received for research and study in East Asia. Since 2014, they have received research grants from IIE Fulbright (12), Fulbright-Hays Dissertation Awards (2), NSEP/Boren (3), SSRC (2), and internal dissertation, fieldwork and related awards (11) to complete research related to East Asia.

VIII.D. Study Abroad and Internship Programs UW-Madison's study abroad office maintains 224 programs and operated an annual budget of over \$12.5 million. UW is ranked 14th among all U.S. universities and colleges for students studying abroad, and first among U.S. public institutions for semester-long program participation. Over the past 10 years, China has been the 4th most popular destination for study abroad, and overall 13% of UW-Madison's study abroad students join programs in Asia. Since 2015, over 550 students have participated in 27 UW-sponsored study

abroad programs in East Asia, including programs for professional students sponsored by Business (6) and Engineering (3).

Our twenty-seven well-established, popular study abroad programs are located in China (including Hong Kong), Japan, Taiwan, and Korea; Table VIII.3 contains the highlights. Japan is host to both Wisconsin's oldest East Asia-based programs (exchanges with Nanzan University, Hokkaido University and Sophia University launched in 1990) as well as its newest – a hands-on program, “Food Systems and the Environment in Northern Japan,” that UW-Madison Horticulture Professor Jiwan Palta will lead in August 2018, in partnership with faculty at Obihiro University of Agriculture and Veterinary Medicine. The popular Intensive Chinese Language program that ALC Professor Hongming Zhang leads each summer in Tianjin, in collaboration with Nankai University and Tianjin Normal University, is consistently one of UW-Madison's largest language intensives, and offers participants the opportunity to earn a year's worth of language credit in a summer. The College of Engineering's summer study abroad at Zhejiang University celebrated its 10th anniversary in 2017, while Education Professor Maggie Hawkins' biennial summer program collaborates with Xi'an Normal University to investigate schooling, teaching and learning in a cross-cultural context. The innovative “Art, Design and Wellness” program led by Wei Dong introduces participants to the importance of East Asia to the field of human ecology. In this application, we propose new non-language-focused, faculty-led summer abroad programs (see I).

Our students also gain valuable training experiences abroad through our excellent internship programs in East Asia. In 2017-18, Japan ranked 1st as an internship destination for the 133 students who participated in the International Internships Program (IIP). The competitive Central Japan Railway Company internship was created in 2000 by JR Central Chairman Yoshiyuki Kasai, a UW-Madison alumnus, and has accepted 2-3 students every summer since then. A typical cohort includes one student each from engineering, business and Japanese language programs on campus. This program set a course for the growing number of other programs in Japan. IIP is making continuous effort to expand internship opportunities in other locations in East Asia, including Hong Kong, Taiwan, and South Korea, and in a broader variety of fields.

Table VIII.3: Study Abroad/Internships Programs and Enrollments (AY + Summer)			
27 programs in East Asia	2015 –16	2016 – 17	2017 – 18*
China: UW Signature Programs			
Beijing-based Design and Wellness, taught in English	16	13	
Tianjin-based Chinese language intensive	37	13	24
Xi'an-based comparative education, taught in English	5		
Zhejiang University summer engineering program	19	15	19
MBA Global Experience program (March & June study tours)		90	
China: Exchange and Affiliate Study Abroad and Internship programs			
5 programs: in Beijing, Harbin, Shanghai, + special projects	57	39	10 *
China-based internships	6	5	4
China totals	140	175	56*
Hong Kong: Exchange and Affiliate Study Abroad and Internship programs			
Programs with three different universities	9	8	12
Hong Kong totals	9	8	12
Japan: UW Signature Programs			
Tokyo-based Japan Central Railways Internship Program	2	3	3
Obihiro-based new program on food systems/ environment			13
Japan: Exchange and Affiliate Study Abroad and Internship programs			
7 programs: Kanazawa, Kyoto, Nagoya, Sapporo and Tokyo	18	21	13
Japan-based internships (excluding Central Railways)	7	10	16
Japan totals	27	34	45
Korea: Exchange and Affiliate Study Abroad and Internship programs			
3 programs, all based in Seoul plus independent research	16	14	15
Korea totals	16	14	15
Taiwan: Exchange and Affiliate Study Abroad and Internship programs			
Program with National Taiwan Univ. + independent research	5	4	1 *

Taiwan totals	5	2	1*
PARTICIPATION TOTALS	197	150	130*

*Note that Spring and Summer 2018 data is incomplete for China and Taiwan.

IX. OUTREACH ACTIVITIES

Outreach is integral to the CEAS mission. At UW-Madison, we adhere to the service role embodied in *the Wisconsin Idea*, which dates to 1905 and holds that university research should influence people's lives beyond the boundaries of the classroom into our region and nation. In terms of EA Studies, CEAS promotes faculty engagement with K-12 students and teachers, postsecondary institutions, business, media, and the public, through our website and social media; through our summer programs, notably the STARTALK Korean Language & Culture Academy offered on campus for high school students; and through sponsorship and participation in lecture series, film series, and national conferences, such as the Japan-America Student Conference to be held in Madison in August 2018. Additionally, we ensure public access to our faculty expertise in matters of contemporary and historical concern, from offering timely perspectives on tensions on the Korean peninsula, to inviting debate about the plans of a major Taiwanese manufacturer, Foxconn, expanding into Wisconsin (Table IX.1). To expand and contribute this important work, we request NRC funds to raise the halftime appointment of CEAS Asst. Dir. Dennis by 20%.

Table IX.1 CEAS Summary, 2016-18			
Activity	Goal	Frequency	Attendance
Outreach to K-12 students and teachers	Increase knowledge of East Asian languages and cultures.	1-2 events per semester, including "Samarai" talk at International Ed Week 2016, Great World Texts 2016 student conference on the Chinese classic "Journey to the West," EA language and cultural activities in spring 2017, Chinese film and post-viewing discussion at World Cinema Day 2018.	1,013 over two years
"North Korea Crisis" Roundtables	Offer expertise to broaden dialog on a pressing current issue.	Series of three roundtables, two held in Madison, and one in outstate Wisconsin, Sept – Dec 2017.	175 in fall 2017
Film Screenings	Bring current issues and cultural knowledge to students and public	Examples include documentaries on China's politics and environment (2017-18). Korean feature "Bacchus Lady" (Apr 2017), Taiwanese film series (Oct 2016).	800 over two years

Japan-America Student Conference	Promote mutual understanding and friendship, Japan/US	The Center offers annual scholarships to students to attend, and is one of three campus hosts for the 2018 program.	70 per year
Korean STARTALK	Introduce American high schoolers to Korean language and culture.	Launched Summer 2017 through a NSA grant.	22 in pilot
Conferences, lectures on EA	Connect with the latest research on EA.	Per semester average of 1 conference and 5 invited speakers.	350/semester average
CEAS lecture series	Cross-disciplinary community building	Monthly lectures during the academic year, featuring UW-Madison faculty and graduate students presenting their current research.	20 per session average

IX.A. Outreach to Elementary and Secondary Schools CEAS is part of a consortium of area studies centers coordinating outreach to K-16 students and teachers through the outreach programs of the UW-Madison Institute for Regional and International Studies (IRIS). This outreach has a long history of providing high-quality, highly-relevant professional-development opportunities to K-12 in-service and pre-service teachers, and to the faculty and students of two-year, technical, and community colleges in Wisconsin and the Upper Midwest. We plan to work closely with IRIS to add East Asian content to: “World Languages Day” in spring 2019 and 2021, an on-campus event that brings about 700 high school students and teachers to campus; and “International Education Week,” an annual, high-energy, large-scale, on-campus, mini-conference for elementary-, middle-, or high-school students.

CEAS also continuously strives to train students at all levels in East Asian languages, introduce East Asian content into K-12 curriculums, and offer training and support to K-16 teachers. For the 2018-2022 cycle, CEAS proposes launching a new program, **“East Asia in the Upper Midwest,”** aimed at social studies teachers across Wisconsin [AP2]. This program would be designed to host workshops for teachers involved in the Global Schools Network, an 84-school network of public and private schools authorized by the Wisconsin Department of Public Instruction (DPI) to offer the Global Education Achievement Certificate. “East Asia in the Upper Midwest,” would examine how to view East Asia through a Wisconsin/Upper Midwestern lens, with three different themes (one per summer): **“Japan in Wisconsin”** focuses on the architect and Wisconsin native son Frank

Lloyd Wright and how he was influenced by the art, landscapes, and culture of Japan; **“China in Wisconsin”** tells the story of modern Chinese history through biographies of Chinese students who studied and lived in Wisconsin; **“Korea in Wisconsin”** looks at the growing influence of “K-pop” on local youth and explores the emerging Korean and Korean American communities in the Upper Midwest. These workshops would be led by CEAS faculty, staff, and grad students, working in small group settings with K-12 teachers, and would offer completion certificates that teachers could use in their district evaluations and Professional Development Plans for license renewal. The workshop curriculum would be developed in close collaboration with Wisconsin Dept. of Public Instruction and adapted to the newly unveiled 2018 Standards for Social Studies. Moreover, CEAS will create a new information HUB to help majors in the School of Education navigate the wide range of EA-related opportunities on campus and in the local community [CPP2].

IX.B. Outreach to Postsecondary Institutions Along with our continuing work to collaborate with faculty from University of Wisconsin system campuses (through research and travel grants, and conference invitations), the Center proposes two new initiatives to better connect with postsecondary institutions: linkages with Native American communities and faculty engagement with Madison College’s Youth Education Summit [CPP 1].

College of Menominee Nation (CMN) The Center will join IRIS partners to build on their successful four-year partnership with CMN (one of 34 tribal community colleges in the U.S., based in Green Bay, WI) to deliver appropriate curriculum materials related to global indigeneity and sustainable development, and to offer an E Asia perspective (in particular from Taiwan and China’s Yunnan Province, where CEAS can draw on considerable faculty research expertise) on the emerging relations between Global Indigeneity and Sustainability.

Madison College (MC) is a comprehensive community and technical college that serves as the largest single feeder institution of transfer students into UW-Madison. As an area studies center within IRIS (see IV), CEAS will continue its involvement with the Community College Passport Program, created in 2015 to allow MC students to enroll in UW-Madison area studies and language courses, earning dual credit at both institutions. UW-Madison graduate students in Asian

Languages and Cultures will also continue to teach MC's two-semester Chinese language sequence, which enrolls about 30 students. CEAS will actively seek to champion MC's growing initiatives in China, including offering an E Asian perspective through professional development or other collaborations as appropriate. New to the 2019-22 cycle will be a joint collaboration in the Youth Education Summit Summer Program, a three-week non-credit youth engagement initiative designed to bring together U.S. and Chinese students for joint learning and cultural understanding. CEAS will provide guest lectures on East Asian historical and philosophical approaches to the environment and cultural identity for the 2019 pilot program with the theme of "China and the Environment" and designed for 12-15 Chinese and 12-15 U.S. students. CEAS will work with MC to build the curriculum, scale up to increased participation, and consider potential credit course offerings that could be jointly developed from the summer program.

IX.C. Outreach to Business, Media and the General Public CEAS, often in collaboration with IRIS, is active in offering effective outreach to our campus and business communities, and contributes regularly to meet the ever-changing needs of local, national, and international media. First, the Center has seen particular success in the past two years in adding diverse perspectives and expertise to current public dialog on issues of concern connected to East Asia [AP1.1]. In fall 2017, CEAS convened a public roundtable on the North Korea crisis, bringing together faculty experts in Political Science (Friedman, Jung) and History (Fields, C. Kim, Young) who shared expertise and commentary on security and geopolitical issues from the perspectives of Japan, N. and S. Korea, China, and the U.S. The positive response to this event led to two invited sessions, the second held at the Mead Public Library (Sheboygan, WI) and the third sponsored by the nonpartisan think tank, the Madison Institute. These roundtables offered EA and international perspectives seldom addressed in the media. In the next four years, the Center intends to build on this success by funding a traveling forum "East Asia Now" offering a wide range of political, historical, and cultural views on contemporary EA and its economy and international relations (see I). Second, when the State of Wisconsin announced plans for the Taiwan-based electronics company Foxconn to build a major new manufacturing hub in southeastern Wisconsin, CEAS

member and Law Professor John Ohnesorge served as a panelist at a May 15 public event, “Foxconn and Beyond: Doing Business with Taiwan,” sponsored by the WMC (Wisconsin Manufacturing and Commerce). CEAS will continue to be engaged in this ongoing discussion, with a focus on encouraging greater understanding of Taiwanese business culture and the changing global economy. Third, during the 2018 Winter Olympics in South Korea, CEAS affiliate David Fields offered CSpan3 and NBC15 interviews on US-Korea relations linked to the CEAS Facebook page. Moreover, CEAS is continually improving its website (www.eastasia.wisc.edu) to publicize events, career opportunities, degree programs, and faculty research. Additionally, CEAS members are listed in the UW-Madison experts guide, a resource frequently used by media outlets.

Furthermore, CEAS public lectures and film series are designed to increase interest in and knowledge on East Asian culture and society (such as the screening of documentaries on Chinese politics and the environment; to open the work of our faculty and graduate students (such as the talks on political engagement in South Korea, China’s new NGO law, the medical community in interwar Japan); and also to bring leading scholars to our campus (including recent lectures by University of Chicago China Historian Kenneth Pomeranz and Yale economist and UW alumni Stephen Roach). CEAS also collaborates with campus partners to bring political leaders from across the political spectrum to campus. Recent examples include the April 2017 lecture on Sino-US relations by former PRC Foreign Ministry spokesman Hong Lei, the 2015 presentation on Tibet by Prime Minister-In-Exile Lobsang Sangay, U.S. Congressman Ron Kind speaking in October 2016 on the Trans-Pacific Partnership, and Republic of Korea Ministry of Foreign Affairs policy advisor Taekyoon Kim speaking in April 2018 on South Korea’s economic and political development. We seek NRC resources to enrich such outreach offerings and communications.

X. FLAS SELECTION CRITERIA AND PROCEDURES

CEAS aims to support 4 FLAS languages during the academic year and the summer; all of these are strategic languages (Chinese, Japanese, Korean and Tibetan). CEAS has offered a robust FLAS awards program in past NRC cycles, averaging a pool of about 45 high-quality applications per year for 6-8 AY and 8-11 summer awards. CEAS has awarded FLAS support to

the study of all of our target languages, and recipients have represented diverse fields of study (including Pharmacy, Public Policy and Law in 2013-15), and achieved an advanced language level (14 of 25 offers in 2013-15). CEAS also strives to reach under-represented groups whenever possible. Since 2006, 22% of CEAS awards were offered to students pursuing professional or terminal master's degrees. Preference is given to students at the intermediate to advanced level except for professional students, graduate students adding a second language, or in the case of Tibetan. In this application, CEAS is requesting funding to support 8 annual academic-year awards (6 for graduate & 2 undergraduate students) as well as 8 awards for summer instruction (see FLAS Bgt).

X.A. Advertisement, Selection, and Priorities Since 2010, the Title VI FLAS Centers at UW-Madison have collaborated to design and create a centralized website for the FLAS Fellowship: www.flas.wisc.edu. All potential applicants are directed to this site for the online application form, FAQs, and FLAS coordinator contact information. This website has greatly increased the visibility of the FLAS award across campus. UG and Graduate students from all disciplines and professional schools are eligible for CEAS FLAS awards and are encouraged to apply. Academic year and summer FLAS fellowships at UW are administered by CEAS with the assistance of the IRIS Awards Office, which maintains financial records and coordinates publicity; evaluation and selection of awardees are the responsibility of the CEAS Fellowship Committee. Fellowships are advertised widely on the CEAS website, in all departments (in L&S and Professional Schools), and by the IRIS offices for Awards and Students and Curriculum, as well as the Graduate School (for MA and PhD applicants). New and incoming graduate students are encouraged to apply for FLAS funding by individual departments. Timing of steps in the selection process: The notification of the annual FLAS competition and online application comes out in late Fall, with a deadline in early February. The review committee has access to the FLAS website to review and rank each applicant using standardized numerical ranking criteria.

X.B. Awards Corresponding to Competitive Priorities CEAS proposed to invite FLAS applications that meet the Competitive Priorities as follows:

FLAS Competitive Priority 1: To assess the financial need of an applicant, the online system will request each student's expected family contribution (EFC) as determined by the Free Application for Federal Studies Aid (FAFSA). Applicants will be advised to complete the online FAFSA and to report their EFC score on their application form; the EFC will later be confirmed by the UW Office of Student Financial Aid. Applicants will also be encouraged to indicate their being from an under-represented group, which is generally indicated for all applicants to the Graduate School as part of AOF (Advanced Opportunity Fellowship) awards for eligible incoming students.

FLAS Competitive Priority 2: 100% of our FLAS languages in the AY are priority languages (Chinese, Japanese, Korean, and Tibetan). In recent years CEAS's faculty base has increased significantly across disciplines and within the Professional Schools on campus. CEAS faculty in these schools serve on the FLAS committee and advertise the Fellowships within their divisions.

X.C. Application Process Students apply directly through the UW FLAS website. The online FLAS application has five sections: A) Identifying information: citizenship status, current academic program and professional school status, language and alternate language request; B) Education Information: previous degrees, stage of coursework, GRE scores, and transcripts; C) Reference Letters: two letters of academic reference and one language reference are required and can be submitted online; D) Plan of Study: outlines the applicant's proposed language (1) and area studies (1) courses for each semester; and E) Essay Questions: each applicant must answer four questions with short essays: 1) Previous Language Training, 2) Proposed Career Goals, 3) Explaining how language and area training will prepare the applicant for academic and career goals, and 4) Personal Statement: indicating how the proposed E Asian modern language will be relevant to their long-term career goals. In the coming grant cycle, the Committee will take the applicant's EFC into consideration when making its final ranking.

X.D. Selection Criteria and Committee The CEAS FLAS Review Committee for academic year and summer awards is made up of at least six faculty members representing a variety of disciplines and language specialties. Committee members are rotated regularly to provide well-

balanced evaluation coverage and to avoid preferential treatment for any one discipline or language. Each applicant is evaluated using five criteria (Table X.1). For the proposed grant cycle, the review committee will also, in the final review, take into consideration applicants who have indicated high financial need, as described above. Under no circumstances are FLAS awards given solely because of an applicant's language of study, discipline, or resident status.

The selection criteria for CSA Academic Year and Summer FLAS are the same.

Table X.1 FLAS Ranking Criteria Each applicant is ranked by the faculty reviewers based on the following criteria (1 being the lowest)	
1. Academic Record: as demonstrated by undergraduate and graduate grades, GRE scores, and GPA.	_____ (1-10)
2. Strength of Proposal: statement of purpose and overall application including student academic plan for language use.	_____ (1-10)
3. Relevance of Language for research and career goals: academic, government service, or professional field.	_____ (1-10)
4. Academic Letters of Reference (two letters required)	_____ (1-10)
5. Language Referral (one letter required)	_____ (1-5)
Total (maximum 40)	_____ (1-40)

CEAS will meet the FLAS Competitive Preference Priority 1 by prioritizing financial need for FLAS fellowship applicants, as indicated by the “expected family contribution” (EFC) of FAFSA. The FLAS Competitive Preference Priority 2 will be met by awarding all CEAS-supported FLAS fellowships to qualified students studying priority languages on the U.S. Department of Education’s list of Less Commonly Taught Languages (LCTLs): Chinese, Japanese, Korean, and Tibetan. Therefore, rather than the minimum (25%) of academic year fellowships satisfying this competitive priority, CEAS achieves 100%.

XI. COMPETITIVE PRIORITIES

CEAS will meet all the NRC and FLAS priorities in the next 4 years.

XI.A. NRC Absolute Priority 1 (1) As clearly outlined in our attached statement, CEAS programs and activities will continue to reflect diverse perspectives and a wide range of views that generate debate on East Asia; this will be accomplished through a focus on expanding capacity in the

contemporary social sciences and policy studies through the “East Asia Now” initiative, careful attention to the selection of speakers and materials from multidisciplinary and politically and culturally diverse perspectives, and through continuing to emphasize open discussion at all activities. (2) Based on careful assessments of past outcomes, CEAS will focus on the expansion of our AY training programs (undergraduate certificate and PhD minor in E Asian Studies) and summer abroad programs to encourage students to train in EA languages and area studies and pursue careers in government services, while continuing to promote careers in education, business, and non-profit sectors through career and networking events.

XI.B. NRC Absolute Priority 2 CEAS will meet this priority in 2 distinct areas of our programming, in particular: (1) offering workshops aimed at improving the quality of EA language instruction with a focus on Korean and working to professionalize and strengthen this field of instruction in the U.S.; and (2) convening K-16 in-service and pre-service teacher-training workshops aimed at providing curriculum focused on EA.

XI.C. NRC Competitive Preference Priority 1 This priority will be met by two innovative and sustainable post-secondary collaborations: (1) the partnership with CMN, a Wisconsin-based MSI; (2) the Passport Program and Youth Education Summit with Madison College, Wisconsin’s largest community college.

XI.D. NRC Competitive Preference Priority 2 This priority will be met by 2 major initiatives with the School of Education: (1) “East Asia in the Upper Midwest” involving a new summer abroad program for pre-service teachers, training workshops for in-service teachers, and courses on internationalizing education; and (2) efforts aimed at providing EA content for social studies teachers and students in the pre-service teacher programs.

XI.E. FLAS Priorities CEAS will meet both FLAS competitive preference priorities by (1) prioritizing financial need for FLAS fellowship applicants and (2) by awarding 100% of the requested number of AY and summer FLAS fellowships to students taking strategic EA languages (Chinese, Japanese, Korean, and Tibetan).

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Add Optional Other Attachment

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Center for East Asian Studies

University of Wisconsin-Madison

INDEX TO MISCELLANEOUS ATTACHMENTS

The documents included in this file are in the following order:

1. List of Abbreviations for Narrative (2 pages)
2. Table of Contents for Narrative (3 page)
3. Appendix A – Bio Profiles for Faculty and Staff (42 pages)
4. Appendix B – CEAS Courses Offerings & Enrollments, 2016-2019 (7 pages)
5. Appendix C – CEAS Performance Measure Forms (7 pages)
6. Appendix D – Letters of Support for CEAS Projects (7 pages)
7. NRC Profile Sheet (1 page)
8. Statement on Diverse Perspectives & Areas of National Need (2 pages)
9. Descriptions of Positions Requested in the CEAS Proposal (10 pages)

1. List of Abbreviations for Narrative

ACTFL – American Council on the Teaching of Foreign Languages
ADA – Americans with Disabilities Act
ALC – Department of Asian Languages and Cultures, University of Wisconsin-Madison
AOF – Advanced Opportunity Fellowship, University of Wisconsin-Madison
ASAS – Area Studies Alumni Survey, University of Wisconsin-Madison
BTAA – Big Ten Academic Alliance
CALS – College of Agriculture and Life Sciences, University of Wisconsin-Madison
CBI – Content-Based Instruction
CEAL – Council of East Asian Libraries
CEAS – Center for East Asian Studies, University of Wisconsin-Madison
CJK – Chinese, Japanese, and Korean
CMN – College of Menominee Nation, Keshena and Green Bay, WI
CRL – Center for Research Libraries
DPI – Department of Public Instruction
EA – East Asia or East Asian
EALSC – East Asian Legal Studies Center
EAUM – East Asia in the Upper Midwest
EFC – Expected Family Contribution
FAFSA – Free Application for Federal Studies Aid
FIG – First-Year Interest Group, University of Wisconsin-Madison
FTE – Full Time Equivalent
GEPA – General Education Provisions Act
GHI – Global Health Institute, University of Wisconsin-Madison
GLOWS – Global Learning Outcomes at Wisconsin Survey, University of Wisconsin-Madison
HSK – Hanyu Shuiping Kaoshi, a Chinese Proficiency Test
IAP – International Academic Programs, University of Wisconsin-Madison
IIE – Institute for International Education
IIP – International Internships Program, University of Wisconsin-Madison
ILL – Inter-Library Loan
IR – International Relations
IRIS – Institute for Regional and International Studies, University of Wisconsin-Madison
JLPT – Japanese Language Proficiency Test
L&S – College of Letters and Science, University of Wisconsin-Madison
LCTL – Less Commonly Taught Language
LSS – Learning Support Services, University of Wisconsin-Madison
MC – Madison College
MERIT – Media, Educational Resources, and Instructional Technology, UW-Madison
METJ – Master of Engineering in Technical Japanese
MEXT – Japanese Ministry of Education, Culture, Sports, Science, and Technology
MLA – Modern Language Association
MSI – Minority Serving Institution
NRC – National Resource Center
NSA – National Security Agency
NSEP – National Security Education Program

PBI – Project-Based Instruction
PEOPLE – Precollege Enrichment Opportunity Program for Learning Excellence, UW-Madison
PKU – Peking University
S of Ed – School of Education, University of Wisconsin-Madison
SWEPT – Standardized Wisconsin Evaluation Plan for Title VI, UW-Madison
UG - Undergraduate
TA – Teaching Assistant
TOPIC – Test of Proficiency in Korean
UW – University of Wisconsin-Madison
WDPI – Wisconsin Department of Public Instruction
WIOC – Wisconsin International Outreach Consortium
WISELI – Women in Science and Engineering Leadership Institute, UW-Madison
WISLI – Wisconsin Summer Language Institute, University of Wisconsin-Madison
WMC – Wisconsin Manufacturing and Commerce

2. Table of Contents for Narrative

Introduction	1
I. Program Planning and Budget	1
A. Quality and Relevance	2
B. Development Plan and Timeline	6
C. Cost Effectiveness	8
D. Impact	8
II. Quality of Staff Resources	8
A. Core Faculty and Teaching Staff	9
B. Administration of CEAS	11
C. Equal Access of Underrepresented Groups	12
III. Impact and Evaluation	13
A. Program Impact on University, Community, Region, and Nation	13
B. Equal Access of Underrepresented Groups	15
C. Evaluation Plan	15
D. Improvement Based on Recent Evaluations	18
E. National Needs and Dissemination of Information to the Public	18
F. Placement of Students in Areas of National Need	19
G. FLAS Evaluation and National Needs	20
IV. Commitment to East Asian Studies	20
A. CEAS Operation	21
B. Teaching Staff Support	22
C. Libraries	23
D. Overseas Institutional Linkages	23
E. Outreach	23
F. Graduate Support	23

V. Strength of the Library	24
A. Strength of Holdings	24
B. Institutional Support	25
C. Cooperative Arrangements	26
VI. Quality of Non-Language Instructional Program	27
A. Quality and Extent of Course Offerings	28
B. Depth of Specialized Course Coverage in More Than One Discipline	29
C. Pedagogy Training for Teaching Faculty and Instructional Assistants	30
D. Interdisciplinary Course Offerings for Undergraduate and Graduate Students	30
VII. Quality of the Language Instructional Program	31
A. Languages and Levels Offered through the Center or Other Providers	31
B. Student Enrollments	32
C. Courses in Disciplines Other than Language, Linguistics, or Literature Offered in Appropriate Foreign Languages	33
D. Number of Language Faculty and Exposure to Pedagogy Training	33
E. Performance-Based Instruction in Use and Being Developed	35
F. Resources for Language Teaching and Practice and Language Proficiency Requirements	35
VIII. Quality of Curriculum Design	36
A. Undergraduate Degree Program	36
B. Academic and Career Advising	38
C. Graduate Training	38
D. Study Abroad and Internship Programs	39
IX. Outreach Activities	42
A. Outreach to Elementary and Secondary Schools	43
B. Outreach to Postsecondary Institutions	44
C. Outreach to Business, Media, and the General Public	45

X. FLAS Selection Criteria and Procedures	46
A. Advertisement, Selection, and Priorities	47
B. Awards Corresponding to Competitive Priorities	47
C. Application Process	48
D. Selection Criteria and Committee	48
XI. Competitive Priorities	49
A. NRC Absolute Priority 1	49
B. NRC Absolute Priority 2	50
C. NRC Competitive Preference Priority 1	50
D. NRC Competitive Preference Priority 2	50
E. FLAS Priorities	50

3. Appendix A – Bio Profiles for Faculty and Staff

Table of Contents

CHINA CORE	4
1. SHELLY CHAN (Project Director)	4
2. JOSEPH DENNIS	5
3. WEI DONG	5
4. EDWARD FRIEDMAN	6
5. RANIA HUNTINGTON	6
6. JUDD KINZLEY	6
7. WEIJIA LI	7
8. YUHANG LI	8
9. WILLIAM H. NIENHAUSER, JR.	8
10. ZHONGDANG PAN	9
11. BIN RAN	9
12. MARK SIDEL	10
13. DIANNA XU	11
14. BEI YANG	11
15. HONGMING ZHANG	11
16. YONGMING ZHOU	12
17. A-XING ZHU	12
18. WEIHUA ZHU	13
CHINA AFFILIATE	14
19. GILLES BOUSQUET	14
20. IAN A. COXHEAD	14
21. FLORENCE HSIA	14
22. JACK J. JIANG	15
23. YAFEI LI	16
24. JOSEPH MASON	16

25.	JOHN PFOTENHAUER.....	16
26.	JAMES SCHAUER.....	17
27.	ENNO SIEMSEN	18
28.	GUANMING SHI	18
29.	FRANCOIS TOCHON	19
30.	LIH-SHENG TURNG	19
31.	JERRY CHI-PING YIN	20
32.	JIN-WEN YU	20
	JAPAN CORE.....	21
33.	JAMES L. DAVIS	21
34.	CHARO D’ETCHEVERRY	21
35.	YORIKO DIXON	22
36.	DAVID FURUMOTO	22
37.	NAOMI FUJITA GEYER.....	22
38.	ADAM L. KERN.....	23
39.	NAOMI H. McGLOIN	23
40.	JUNKO MORI	24
41.	TAKAKO NAKAKUBO	24
42.	EMIKO OHNUKI-TIERNEY.....	25
43.	QUITMAN E. PHILLIPS.....	25
44.	JAMES M. RAYMO	25
45.	STEVEN JAMES RIDGELY	26
46.	SARAH THAL.....	27
47.	LOUISE YOUNG	27
	JAPAN AFFILIATE.....	28
48.	JOAN H. FUJIMURA	28
49.	MARY N. LAYOUN	28
50.	YURI MIYAMOTO	29
51.	JIWAN PALTA	29
52.	MATTHEW RICHARDSON.....	30
53.	BEN SINGER	30
	KOREA CORE	30
54.	PEGGY MYO-YOUNG CHOY	30

55.	CHARLES KIM.....	31
56.	BYUNG-JIN LIM.....	31
57.	JOHN OHNESORGE	32
58.	JUNG-HYE SHIN	32
	KOREA AFFILIATE	33
59.	DAVID FIELDS	33
60.	EUNSOOK JUNG.....	33
61.	CHAEYOON LIM	34
62.	JAE PARK	34
	TIBET.....	35
63.	JAMPA KHEDUP.....	35
	REGIONAL CORE.....	35
64.	NAM C. KIM.....	35
65.	VIREN MURTHY	36
	REGIONAL AFFILIATE.....	36
66.	BERNADETTE BAKER.....	36
67.	GUDRUN BUHNEMANN.....	37
68.	MENZIE CHINN	37
69.	MAGGIE HAWKINS	38
70.	MARK J. KENOYER	38
71.	ANTONIO MELLO	39
72.	ADAM NELSON	39
73.	KRISTOPHER OLDS.....	40
74.	THOMAS POPKEWITZ.....	40
75.	KENNETH WEST	41
	CEAS STAFF	42
76.	LAURIE DENNIS.....	42

Note that language proficiency in parentheses (1-3) signifies – where applicable – language proficiency levels, with 3 signifying advance proficiency.

CHINA CORE

1. SHELLY CHAN (Project Director)

Associate Professor of History

EAS 100%

Education: B.A. (1999) University of British Columbia; M.A. (2003) University of British Columbia (2003); M.A. (2005) and Ph.D. (2009) University of California-Santa Cruz

Overseas experience: Conducted research in China, Taiwan, Hong Kong, and Singapore.

Language proficiency: Cantonese (3), Mandarin (3)

Research and teaching specializations: Modern and global China; migration; diaspora; gender; women.

Recent publications:

- *Diaspora's Homeland: Modern China in the Age of Global Migration*, Duke University Press, 2018.
- "The Case for Diaspora: A Temporal Approach to the Chinese Experience," *Journal of Asian Studies*, Vol. 74, No. 1 (February) 2015: 107-128.
- "The Disobedient Diaspora: Overseas Chinese Students in Mao's China," *Journal of Chinese Overseas*, Vol. 10, No. 2 (November) 2014: 220-238.
- "Rethinking the 'Left-Behind' in Chinese Migrations: A Case of Liberating Wives in Emigrant South China in the 1950s." In *Proletarian and Gendered Mass Migrations: A Global Perspective on Continuities and Discontinuities from the Nineteenth to the Twenty-first Centuries*. Dirk Hoerder and Amarjit Kaur, eds. 451-466. Leiden: Brill Publishers, 2013.

Distinctions and activities: Director, Center for East Asian Studies; The UW-Madison University Housing Honored Instructor Award (2015, 2016, 2017); The UW-Madison Institute for Research in the Humanities Resident Fellowship (2014); The Chiang-Ching Kuo Foundation Junior Research Grant (2014-15); The UW-Madison Graduate School Fall Competition awards (2012, 2013, 2014, 2016); Manuscript and book proposal reviewer, Cornell University Press, Columbia University Press, *The Journal of Asian Studies*, *Asian Studies Review*, and *Chinese Historical Review*; Editorial Board Member, University of Toronto Press and Presses de l'Université Laval, *International Themes and Issues Series*. Edited by the Canadian Historical Association (CHA).

Invited lectures and conference presentations:

- Invited book talks: Duke University, Freie Universität Berlin, Boston College (2018-19)
- Invited Discussant. "Archival Production and Chinese Diaspora: New Approaches to Race, Belonging, and Migration in the 20th Century." Association for Asian Studies (AAS) Conference, Toronto, 2017.
- Invited Presenter. "The South Seas (Nanyang) and China in the Early Twentieth Century," Friday Forum, Center for Southeast Asian Studies, UW-Madison, 2017.
- Panel Organizer, Chair, and Presenter, "Diaspora Returns: Guangzhou Huaqiao New Village in the Great Leap Forward." *New Directions in Overseas Chinese History*. AAS Seattle, 2016
- Panel Organizer, Chair, and Presenter, "The End of China's Emigration Ban in 1893: A Non-Event?" *Chinese Mass Migrations: Convergences and Divergences*. Sponsored by Immigration and Ethnicity Society. American Historical Association (AHA) Conference, Atlanta, 2016.
- Invited Discussant. *Historicizing Diasporic, Creolized and Mestizo Chinese Societies in Southeast Asia: William Skinner's Overseas Chinese Acculturation Thesis and Beyond*. AAS Chicago, 2015.
- Invited Presenter. "Liberating Wives of Diasporic Men in 1950s Emigrant South China." *Out of Bounds: Transpacific Circulation and Domesticity in China and the United States, 1830-1960*. Berkshire Conference on the History of Women, Toronto, 2014.
- Invited Presenter. "The Case for Diaspora." University of Chicago East Asia Transregional History Workshop, 2014.
- "The Case for Diaspora." UW-Madison History Department Works-in-Progress Series, 2013
- Invited Presenter. "Diaspora before the Nation: Three Early Visions of the Chinese Diaspora, 1890-1911." *Millions on the Edge of Empires: Migrants, Diasporic Subjects, and Borders across the Asian Continent*. AAS, San Diego, 2013.
- Roundtable Convener and Presenter. *Chinese Worlds: Transnational, Diasporic, or Transregional?* International Convention of Asia Scholars Conference, Macao, 2013.

Number of theses supervised in past five years: 2

2. JOSEPH DENNIS

Associate Professor of History

EAS 100%

Education: B.S. (1985) University of Wisconsin; J.D. (1991), M.A. (1999), and Ph.D. (2004) University of Minnesota

Overseas experience: China, Taiwan, Japan, Korea, France, Germany, Canada

Language proficiency: Chinese (3), Japanese (2), French (1), German (1)

Research and teaching specializations: late imperial China, Ming Dynasty, Chinese social, legal, and book history

Recent publications:

- "Surname Restoration Petitions and the Mutability of the Patriline in Ming China." In *Biography in East Asia, 1400-1900*, edited by Roger Des Forges and Ihor Pidhainy. Cornell University Press, Accepted and forthcoming.
- "Chinese School Library Book Collections Database Project." In *Chinese Local Chronicles Culture Going Global: International Symposium on Local Chronicles*, edited by Zhang Yingpin, 2017: 25-57. Beijing: The Office of Chinese Local Chronicles Guidance Group.
- *Writing, Publishing, and Reading Local Gazetteers in Imperial China, 1100-1700*. Harvard University Press, 2015.
- "Projecting Legitimacy in Ming Native Domains." In *China's Encounters on the South and Southwest: Reforging the Fiery Frontier Over Two Millennia*, edited by John Whitmore and James Anderson, 259-272. Leiden: E.J. Brill, 2015.
- "Legal Education and the Circulation of Legal Texts in Ming and Early-Qing Gansu." *Asia Major* 25, 2013: 207-233

Distinctions and activities: Taught at East China Normal University (2014) and Sichuan University (2015); Visiting Scholar, Max Planck Institute for the History of Science (2016-2018); Institute for Research in the Humanities Resident Fellow, 2017; Vilas Associate, 2016-2018; Fetzer Fellow, 2015-16; Geiss Foundation Book Subvention Award, 2015; Association for Asian Studies Book Subvention Award, 2014; Bibliothèque nationale de France Profession Culture Fellow 2010; National Endowment for the Humanities Summer Stipend 2010; Dean Rusk International Studies Grant 2009; Davidson College Faculty Study and Research Grants 2006, 2007, 2008, 2009

Number of theses supervised in past five years: 2

3. WEI DONG

Professor of Interior Architecture

EAS 50%

Education: B.E. (1982) Xi'an University of Architecture and Technology; M.E. (1986) Southeast University; Ph.D. (1995) Norwegian University Of Science And Technology

Overseas experience: China

Language proficiency: Chinese (3)

Research and teaching specializations: Chinese architecture and interior design; *feng shui* and new urban development in China

Recent publications and presentations:

- *Writing, Publishing, and Reading Local Gazetteers in Imperial China*, 2015: 1100-1700. Harvard University Press.
- "The Evolution of Chinese Living Environment: Cave to Wooden Structure," paper presented at the *International Conference of Asia Scholars*, Shanghai, China, 2005.
- "The Reflection of Green Design in Chinese Ethnic Built Environment," paper presented at the *Interior Design Educators Council International Conference*, Savannah, GA, 2005.
- *Exchanging, Communication & Cooperating: Global Perspectives for Interior Environment*, deputy editor, Harbin, China: Heilongjiang Publishing Press, 2004.
- "Compare and Contrast the Development of Interior Environment Education between the United States and China." *Exchanging, Communication & Cooperating: Global Perspective for Interior Environment*. Harbin, China: Heilongjiang Publishing Press, 2004.

- *Color Rendering: A Guide for Interior Designers and Architects: Concept, Exploration, Process*. New York: McGraw-Hill, 1997.

Distinctions and activities: Directs Feng Shui study abroad program to China; creator of the *Harmonious Spaces* gallery exhibit (Fall 2015), Visiting professor at several Chinese universities; consultant for Chinese Architecture Culture Center, juror for several city redevelopment competitions; residential director for international seminar class at Peking University; work presented in numerous gallery shows; additional presentations throughout the United States and abroad; won several design awards in national IDEC competitions

4. **EDWARD FRIEDMAN**

Professor of Political Science, Emeritus (Teaching in 2017-18)

EAS: 100%

Education: Ph.D. (1968) Harvard University

Overseas experience: China

Research and teaching specializations: China, Democratization, Globalization, Human Rights, Political Economy, Postcommunism, Revolution

Recent publications:

Distinctions and activities: Continues to teach and do research about Chinese foreign policy; Teaches a seminar on "China in World Politics"; Chief editor and organizer for the 2012 translation and publication of Yang Jisheng's "Tombstone"; Honored Instructor Award, UW University Housing (2013); Frequent speaker on China's foreign relations (Amherst College 2014; UW-Madison 2015); Work for the legislative and executive branches of U.S. Government; Frequent contributor to major media outlets like the New York Times and Foreign Policy

5. **RANIA HUNTINGTON**

Professor of East Asian Languages and Cultures

EAS 100%

Education: Ph.D. (1996) Harvard University

Overseas experience: China

Language proficiency: Chinese (3), Japanese (1)

Research and teaching specializations: Ming and Qing narrative and drama, literature of the weird and supernatural, memory in literature, depiction of women in literature

Recent publications:

- *Ink and Tears: Writing, Memory, and Mourning in the Yu Family* Forthcoming University of Hawaii Press, 2018
- "The Captive's Revenge: the Taiping Civil War as Drama" *Late Imperial China* 35.2 (December) 2014: 1-26
- *Alien Kind: Foxes in Ming-Qing Narrative* Harvard East Asian Monographs, 2004: 222.

Distinctions and activities: Faculty Advisor, Great World Texts in Wisconsin 2015-2016, *Journey to the West*; Faculty Advisor for UW-Madison's Chinese House

Number of theses supervised in past five years: 4

6. **JUDD KINZLEY**

Assistant Professor of History

EAS 100%

Education: B.A. (1999); Macalester College; M.A. (2005) Washington University in St. Louis; Ph.D. (2012) University of California, San Diego

Overseas experience: China

Language proficiency: Chinese (3), Japanese (2)

Research and teaching specializations: Modern China, Sino-American relations, environmental history of East Asia

Recent publications:

- *Natural Resources and the New Frontier: Constructing Modern China's Borderlands*. University of Chicago Press, 2018.
- With Agnieszka Joniak-Luthi (researcher, Institute of Social and Cultural Anthropology, Ludwig Maximilian University, Munich, Germany), "Territory, Border, Infrastructure: Imagining and Crafting National Borderlands in 20th Century China" in *Crossroads Asia Working Paper Series 36*, December 2016.
- "The Spatial Legacy of Informal Empire: Oil, the Soviet Union, and the Contours of Economic Development in China's Far West," *Twentieth Century China* 40, no. 3 (October) 2015: 220-237
- With Jia Jianfei (research fellow, Chinese Academy of Social Sciences), "Xinjiang and the Promise of Salvation in Free China" in 1943: *China at the Crossroads*, Matthew Combs, Joseph Esherick, eds. Cornell University East Asia Series, 2015.
- "Crisis and the Development of China's Southwestern Periphery: the Transformation of Panzhihua, 1936-1969," *Modern China* 38, no. 5 (Sept) 2012: 559-584
- "Turning Prospectors into Settlers: Gold, Immigrant Miners and the Settlement of the Frontier in Late Qing Xinjiang" in Paul Pickowicz and Sherman Cochran, eds. *China on the Margins*, Ithaca, NY: Cornell University East Asia Series, 2010.

Distinctions and activities: 2018 Research Grant for Foreign Scholars in Chinese Studies; 2017-2018 Madison Teaching and Learning Excellence Fellow; 2016 Crossroads Asia Fellowship (funded by the German Federal Ministry of Education and Research, Ludwig Maximilian University), 2013-2014 American Council of Learned Societies (ACLS); China Studies/Henry Luce Foundation Postdoctoral Fellowship

Number of theses supervised in past five years: 3

7. WEIJIA LI

Assistant Professor of German

EAS 50%

Education: Ph.D (2009) Ohio State University

Overseas experience: China, Germany

Language proficiency: German (3), Chinese (3)

Research and teaching specializations: German-Chinese cultural encounters reflected in literature, press, and art history, Anna Seghers and China, German-Jewish refugees in China, 20th and 21st Century German culture and literature. Internationalization of higher education, administration of international higher education programs and international student services

Recent publications:

- "Synthesis and Transtextuality—The Jewish Re-invention of Chinese Mythical Stories in 'Shanghai Ghetto'." *einmal alles von Anfang an erzählen: The Social, Political, and Personal Dimensions of Storytelling*, Eds. Kristy Boney and Jennifer Marston William. Rochester: Camden House, 2018, forthcoming.
- Zwischen Romantik und Orientalismus: Ostasiatische Kunstgeschichte in der Weimarer Republik." *German Studies Review* 38.3, 2015: 531-554.
- "Otherness in Solidarity: The Collaboration between Chinese and German Left-wing Activists in the Weimar Republic." *Beyond Alterity: German Encounters with Modern East Asia*. Ed. Qinna Shen and Martin Rosenstock. Spektrum: Publications of the German Studies Association. New York: Berghahn, 2014.
- "Von unmittelbarer Aktualität zu sinnbildlicher Gestaltung – Über die Seghers'sche China-Rezeption." *Argonautenschiff: Jahrbuch der Anna-Seghers-Gesellschaft*. 21, 2012: 67-79.
- "Braveness in Non-Action: The Taoist Strategy of Survival in Bertolt Brecht's *Schweyk* and Anna Seghers' *Transit*." *Brecht Yearbook* 36, 2011: 106-122.

Distinctions and activities: Director of Global Higher Education MS Program, 2016-2017; Mentoring Award, 2016 Graduate School Fall Competition Award; 2015 Graduate School Fall Competition Award; 2014 Graduate School Fall Competition Award; Honored Instructor Award 2014

Number of theses supervised in past five years: 1

8. YUHANG LI

Assistant Professor of Art History

EAS 100%

Education: B.A. (1991) Central Academy of Fine Arts in Beijing; M.A. (2001) University of Illinois at Urbana-Champaign; Ph.D. (2011) University of Chicago

Overseas experience: China

Language proficiency: Chinese (3), Japanese (1)

Research and teaching specializations: Chinese Art, Gender and material practice in late imperial China, Buddhist art, women artists, History of Chinese textile and costume, opera and Chinese visual culture, Qing court art

Recent publications:

- “Muofang Guanyin fazan: mingdai nüxing wangsheng de wuzhi meijie (Mimicking Guanyin’s Hairpin: the Material Mediums for Women’s Transcendence), in Gao Yanyi (Dorothy Ko), Lai Yu-chi and Ruan Yuan (Aida Yue Wong) eds., *Kanjian xingbie (Seeing Gender)*. Taipei: Shitou chubanshe, 2017 (forthcoming)
- Co-edit with Judith Zeitlin, *Performing Images: Opera in Chinese Visual Culture*. Chicago: Smart Museum of Art and the University of Chicago Press, 2014.
- Co-edit with Harriet Zurndorfer, *Nannü: Men, Women, and Gender in China: Special Issue on Rethinking Empress Dowager Cixi through the Production of Art*. Vol.14, issue 1, 2012.
- “Representing Theatricality on Textile,” in *Performing Images: Opera in Chinese Visual Culture*. Chicago: Smart Museum of Art and the University of Chicago Press, 2014: 74-87.
- “Sensory Devotions: Hair Embroidery and Gendered Corporeal Practice in Chinese Buddhism,” in Sally M. Promey ed. *Sensational Religion*. Yale University Press, 2014: 355-375.

Distinctions and activities: Resident Fellow, Institute for Research in Humanities, University of Wisconsin-Madison (Fall, 2017); 2016-2020 Collaborative Training Grant, Graduate School, University of Wisconsin-Madison; Research Associate at the Women’s Studies in Religion Program, Harvard University (2015-2016); Getty Residential Postdoctoral Fellowship at the Getty Center (2015-2016, declined); Postdoctoral Associate, Council on East Asian Studies, Yale University (2011-2012)

Number of theses supervised in past five years: 3

9. WILLIAM H. NIENHAUSER, JR.

Halls-Bascom Professor of Asian Languages and Cultures

EAS 100%

Education: B.A. (1966), M.A. (1968), and Ph.D. (1972) Indiana University

Overseas experience: China, Taiwan, Germany, France, England, Singapore, Japan

Language proficiency: Chinese (3), German (3), Japanese (2), French (2)

Research and teaching specializations: Early traditional fiction and history; early poetry (Du Fu); T’ang literature; literary history, translation of the *Shiji*, application of modern Western criticism to Chinese literature

Recent publications: (Editor or co-translator)

- *The Grand Scribe’s Records, Volume 10: Memoirs of Han China III*. Bloomington: Indiana University Press, 2016.
- *Tang Dynasty Tales, A Guided Reader*. Volume 2. Singapore: World Scientific Publishing Co., 2016.
- “Takigawa Kametarō and His Contributions to the Study of the *Shiji*,” in *Views from Within, Views from Beyond: Approaches to the Shiji as an Early Work of Historiography*, Hans van Ess, Olga Lomova and. Dorte Schaab-Hanke, eds. Wiesbaden: Harrassowitz 2016: 243-262.
- “Yige Shiji wenben wenti de taolun he yixie guanyu ‘Shijia’ bianxie de tuice”, in *Dangdai Xifang Hanxue yanjiu jicui, Shanggushi juan*. Shanghai: Shanghai Guji, 2016: 433-44.
- “Fanyi ‘Kongzi shijia’ houji”. In *Diyijie Zhongguo gudian wenxue gaoduan luntan*. Nanjing: Nanjing Daxue, 2015: 306-316.
- *2011 Wang Mengou Jiaoshou xueshu jiangzuo yanjiang ji*. Taipei: Guoli Zhengzhi Daxue Zhongwenxi, 2013.

- “Qing Feng, Duke Xian of Wey and the *Shijing* in the Sixth Century B.C.; Some Preliminary Remarks on the *Shi* in the *Zuo zhuan*,” *Oriens Extremus* 50, 2012: 75-98.
- “Traditional Prose.” On line in *Oxford Bibliographies in Chinese Studies*. Ed. Tim Wright. New York: Oxford University Press, 2012.
- “Sima Qian and the *Shiji*,” *Oxford History of Historical Writing, Volume I: Beginnings to AD 600*. Grant Hardy and Andrew Feldherr, eds. Oxford: Oxford University Press, 2011: 463-484.

Distinctions and activities: Visiting Research Fellow, Center for Advanced Studies, U. of Munich (Summer 2013, 2014, 2017); Humboldt Fellow (summer 2015); Nanjing University (summer 2016 and 2017); founding editor, *Chinese Literature: Essays, Articles, Reviews*; editorial board, *Tamkang Review, Chinese Comparativist*

Number of theses supervised in past 5 years: 6

10. ZHONGDANG PAN

Professor of Communication Arts

EAS 50%

Education: B.A., Beijing Broadcasting Institute (1982); M.A., Stanford (1985); Ph.D., UW-Madison (1990);

Overseas experience: China, Hong Kong, Taiwan

Language proficiency: Chinese (3)

Research and teaching specializations: Media reforms in China; comparative study of journalists in Taiwan, Hong Kong and Mainland China; media effects on public deliberation in China; civic participation; framing; and media effects.

Recent publications:

- (with Lu Wei and Guobin Yang), “Introduction to Special Issue on digital formations and Chinese experiences” *Communication and the Public*, v3 n1 (March) 2018: 3-4.
- (with Guobin Yang), “Urban Spaces and Publicity: A View of a Chinese City” *Communication and the Public*, v2 n1 (March) 2017: 50-51.
- “Citizen consciousness and the media in the midst of social differentiation: the symposium introduction” *Asian Journal of Communication*, v21 n2 (April) 2011: 109-115.
- (with Wenjie Yan; Gang Jing; Jiawen Zheng), “Exploring structured inequality in Internet use behavior” *Asian Journal of Communication*, v21 n2 (April) 2011: 116-132.

Distinctions and activities: Vilas Associate (2002); editorial board, *International Journal of Cultural Studies*, (1999-present); *Journalism Studies* (1999-present); member of the global connections committee, International Communication Association (1997-1998); research chair, Chinese Communication Association (1995-1996); invited lecturer, Fudan University (1999, 2001)

11. BIN RAN

Vilas Distinguished Achievement Professor of Civil and Environmental Engineering

EAS 50%

Education: B.S. (1986) Tsinghua University; M.S. (1989) University of Tokyo; Ph.D. (1993) University of Illinois, Chicago

Overseas experience: China, Japan

Language proficiency: Chinese (3)

Research and teaching specializations: Dynamic Transportation Network & Flow Models, Big Data Applications for Multi-Modal Transportation Databases, Intelligent Transportation Systems, Connected and Automated Vehicle & Highway (CAVH), Mobile Probe Technologies and Modeling

Recent publications:

- (with Zhong, Gang & Yin, Tingting & Zhang, Jian & He, Shanglu), “Characteristics analysis for travel behavior of transportation hub passengers using mobile phone data”, *Transportation*, 2018.
- (with Yan, Lixin & Wu, Chaozhong & Zhu, Dunyao & He, Yi & Qin, Lingqiao & Li, Haijian), Driving Mode Decision Making for Intelligent Vehicles in Stressful Traffic Events. *Transportation Research Record: Journal of the Transportation Research Board*. 2625. 9-19, 2017.

- (with Zhou, Xuemei & Du, Hu & Liu, Yue & Huang, Huang & Ran, Bin), Investigating Intension of Rural Residents to Use Transit in Cixi, China. *Journal of Urban Planning and Development*. 143. 05016017. 10.1061/(ASCE)UP.1943-5444, 2016.
- (with Zhong, Gang & Wan, Xia & Zhang, Jian & Yin, Tingting), Characterizing Passenger Flow for a Transportation Hub Based on Mobile Phone Data. *IEEE Transactions on Intelligent Transportation Systems*, 2016..
- (with Yan, Lixin & Huang, Z & Wu, C.-Z & Qin, Lingqiao & Zhu, D.-Y), Driving mode selection of intelligent vehicles based on risky situation identification. 44. 139-146 and 154, 2016.
- (with Yan, Lixin & Zhang, Yishi & He, Yi & Gao, Song & Zhu, Dunyao & Wu, Qing), "Hazardous Traffic Event Detection Using Markov Blanket and Sequential Minimal Optimization (MB-SMO)", *Sensors*. 16. 1084, 2016.
- (with Huang, Zhengfeng & Zheng, Pengjun & Ren, Gang & Cheng, Yang), "Simultaneous optimization of evacuation route and departure time based on link-congestion mitigation", *Natural Hazards*. 83, 2016.
- (with Jiang, Xiaohong & Guo, Xiucheng), Optimization Model for Headway of a Suburban Bus Route. *Mathematical Problems in Engineering*: 1-6, 2014.
- (with Zhigang, Du & Zheng, Zhanji & Zheng, Miao & Zhao, Xin), "Drivers' visual comfort at highway tunnel portals: A quantitative analysis based on visual oscillation." *Transportation Research Part D: Transport and Environment*" 31. 37-47, 2014.

Distinctions and activities: Dean, Joint Research Institute on Internet of Mobility between Southeast University and University of Wisconsin (2017); led the development and deployment of traffic information systems in China; trained younger generations of professors and experts in traffic engineering and Intelligent Transportation Systems (ITS) in China, Korea, and other countries; co-authored 6 books on intelligent highways in China; holds 3 US patents and 12 Chinese patents

12. MARK SIDEL

Doyle-Bascom Professor of Law and Public Affairs

EAS 50%

Education: B.A. (1979) Princeton University, M.A. (1982) Yale University, J.D. (1985) Columbia Law School

Overseas experience: China, Vietnam, Japan, Taiwan, India, Bangladesh

Language proficiency: Chinese (2)

Research and teaching specializations: Nonprofit and philanthropic organizations in the United States, China, India, Vietnam and in comparative perspective, Civil society and the law in Asia, Comparative constitutionalism, particularly in China, Vietnam, and other parts of Asia; human trafficking

Recent publications:

- *Regulatory Waves: Comparative Perspectives on State Regulation and Self-Regulation in the Nonprofit Sector*, ed. with Oonagh Breen and Alison Dunn, Cambridge University Press, 2016.
- *Central-Local Relations in Asian Constitutional Systems*, ed. with Andrew Harding, Hart Publishing, 2015,
- *State, Society and the Market in Contemporary Vietnam: Property, Power and Values*, ed. with Hue-Tam Ho Tai (Routledge 2012; paper ed. 2015),.
- *Regulation of the Voluntary Sector: Freedom and Security in an Age of Uncertainty*, Routledge, 2010.
- *The Constitution of Vietnam: A Contextual Analysis*, Hart, 2009.
- *Law and Society in Vietnam*, Cambridge University Press, 2008.
- *Cinema, Law, and the State in Asia*, ed. with Corey Creekmur, Palgrave MacMillan, 2007.
- *More Secure, Less Free? Antiterrorism Policy and Civil Liberties after September 11*, University of Michigan Press, 2004, updated 2nd ed. 2007.

Distinctions and activities: Keynote Address, National Chengchi University Conference on International NGOs and China, Taipei, Taiwan, December 2016; Sugarman Memorial Lecture in Nonprofit Law, Case Western Reserve University, September 2015; Commencement Lecture, Centre for Social Impact Swinburne and Asia-Pacific Centre for Social Investment and Philanthropy, March 2015; Keynote Talk, Department of State Democracy, Rule

of Law and Labor conference on China, June 2013; Neil Burton Memorial Lecture, University of Victoria, February 2013; Keynote Address, Hebrew University of Jerusalem Conference on Global Philanthropy, May 2013

13. DIANNA XU

Library Specialist on East Asian Studies

EAS 100%

Education: M.A. Dartmouth College; M.A. University of Oregon; M.L.S. Emporia State University

Overseas experience: China

Language Proficiency: Chinese (3)

Research and teaching specializations: China Studies, Korea Studies

Recent Publications

- *Chinese Fiction Writers, 1950-2000* (Dictionary of Literary Biography, Volume 370), edited by Thomas Moran and Ye (Dianna) Xu. Detroit: Gale, 2013.

Distinctions and activities: Member, Council on East Asian Libraries's Committee on Chinese Materials (2014-17)

14. BEI YANG

Assistant Professor of Asian Languages and Cultures

EAS 100%

Education: B.A., M.A., and Ph.D. Fudan University; Ph.D. (2010) University of Iowa

Overseas experience: China

Language Proficiency: Chinese (3)

Research and teaching specializations: Chinese language and linguistics, language acquisition

Recent publications:

- "Acquisition of Shanghainese, L1" *Encyclopedia of Chinese Language and Linguistics* (Eds: Rint Sybesma, Wolfgang Behr, Yueguo, Zev Handel, James Huang, James Myers) Brill, 2016.
- *Perception and Production of Mandarin Tones by Native Speakers and L2 Learners*, Berlin Springer, 2015.

Distinctions and activities: Fellow, Madison Teaching and Learning Excellence (MTLE)

15. HONGMING ZHANG

Professor of Asian Languages and Cultures

EAS 100%

Education: B.A. (1981) and M.A. (1984) Fudan University; M.A. (1990) and Ph.D. (1992) University of California, San Diego

Overseas experience: China, Singapore, Hong Kong

Language proficiency: Chinese (3), Japanese (2)

Research and teaching specializations: Chinese linguistics; syntax-phonology interface; prosodic phonology; poetic prosody; history of Chinese language; teaching Chinese as a second language

Recent publications:

- *Syntax-Phonology Interface: Argumentation from Tone Sandhi in Chinese Dialects*, Routledge, 2017.
- "The Foreign Learners and the Teaching Strategies of Classical Chinese", in *International Journal of Chinese Language Education*, no. 1, pp. 131-155, 2017.
- "Chinese Linguistics in North America", in *Encyclopedia of Chinese Language and Linguistics*, vol. 1, pp. 497-505, Leiden: Brill, 2017.
- *Tonal Prosody in Yongming Style Poems* (Nankai University Press, 2015)
- "On the Origin of Chinese Tonal Prosody: Argumentation from a Case Study of Shen Yue's Poems", in *Journal of Chinese Literature and Culture*, vol. 2, No. 2, pp. 347-379, 2015.
- "A New Approach to Chinese Poetic Prosody: the Case of Pair-wise Tonal Contrasts in Three Yongming Collections", in *Chinese Literature: Essays, Articles, Reviews*, vol. 37, pp. 64-108, 2015.
- "Middle Chinese Phonology and Qieyun", in *The Oxford Handbook of Chinese Linguistics*. pp. 80-90,

Oxford University Press, 2015.

- “Lexical Phonology and a Study of Chinese Reduplications in Mandarin Chinese”, in *Linguistics in China*, No. 2, pp. 5-17, 2014.
- *Linguistics in China*, World Books Publishing Company, two volumes, 2010 & 2014.
- “Some Issues in the Study of Chinese Poetic Prosody”, in special issue of *Language and Linguistics*, pp. 1149-1171, Taipei: Academia Sinica, 2013.
- *Linguistics Abroad*, World Books Publishing Company, two volumes, 2011 & 2013.

Distinctions and activities: Head of Chinese Language and Linguistics Program and the director of UW-Tianjin Summer Chinese Program; recipient of Chair Professor of the Global Experts Recruitment Program (Tianjin, 2015); Chang Jiang Scholar Chair Professor (awarded by Ministry of Education in China, 2009); Honorary Director of Nankai Linguistics Institute; Teacher of the Year 2015 awarded by the Wisconsin Association of Chinese Language Teachers; executive secretary of the International Association of Chinese Linguistics (2000 to 2014); executive editor of International Journal of Chinese Linguistics (John Benjamins Publishing Company); series editor of Routledge Studies in Chinese Linguistics (Routledge); editor of The Encyclopedia of China in charge of the volume of Phonology and Poetic Prosody (3rd edition)

Number of theses supervised in past five years: 18

16. YONGMING ZHOU

Professor of Anthropology

EAS 100%

Education: B.A. (1984) and M.A. (1987) Nanjing University; Ph.D. Duke University (1997)

Overseas experience: China

Language proficiency: Chinese (3)

Research and teaching specializations: Globalization, Development, Cultural Change, Political Economy, Media Politics, Environment, Political Ecology, Nationalism, Ethnicity, Tourism, Drugs, Cyberspace, and China

Recent publications:

- *Roadology: Space, Culture and Roads*. Chongqing: Chongqing University Press, 2016.
- “Sino-Tibetan Highways from the Perspective of Roadology”, *Twenty First Century Bimonthly*, Chinese University of Hong Kong, vol. 148: 11-23, 2015.
- “Study of Roads and ‘Roadology’”, *Twenty First Century Bimonthly*, Chinese University of Hong Kong, vol. 120: 71-79, 2010.

Distinctions and activities: Founder and Chair of Selection Committee, China Fieldwork Fellowships for Graduate Students 2013-present; Senior Fellow, Institute for Research in the Humanities, UW-Madison 2014-18; President, The Midwest Conference on Asian Affairs 2012; Senior Visiting Fellow, Asia Research Institute, National University of Singapore 2008 spring; Andrew W. Mellon Foundation, New Directions Fellowship 2008

Number of theses supervised in past five years: 3

17. A-XING ZHU

Professor of Geography

EAS 50%

Education: B.S. Beijing Normal University (1983); M.S. University of Calgary (1987); Ph.D. University of Toronto (1994)

Language Proficiency: Chinese (3)

Overseas Experience: China

Research and teaching specialization: Geographic information systems (GIS) and remote sensing (RS) techniques, and their application in environmental modelling and resource management; GIS/RS in geography of China

Recent Publications:

- (with Changchun Huang; Hao Yang; Yunmei Li; Mingli Zhang; Heng Lv; Yanhong Yu; Yu Luo; Tao Huang) “Quantificational effect of reforestation to soil erosion in subtropical monsoon regions with acid red soil by sediment fingerprinting”, *Environmental Earth Sciences*, v76 n1: 1-15, 2017.
- (with Haoyuan Hong; Junzhi Liu; Himan Shahabi; Binh Thai Pham; Wei Chen; Biswajeet Pradhan; Dieu Tien Bui) “A novel hybrid integration model using support vector machines and random subspace for weather-

triggered landslide susceptibility assessment in the Wuning area (China)" *Environmental Earth Sciences*, v76 n19: 1-19, 2017.

- (with Degen Lin; Han Yu; Fang Lian; Jing-ai Wang; Yaojie Yue), "Quantifying the hazardous impacts of human-induced land degradation on terrestrial ecosystems: a case study of karst areas of south China" *Environmental Earth Sciences*, v75 n15: 1-18, 2016.
- (with Yaojie Yue; Min Li; Xinyue Ye; Rui Mao; Jinhong Wan; Jin Dong "Land Degradation Monitoring in the Ordos Plateau of China Using an Expert Knowledge and BP-ANN-Based Approach" *Sustainability*, v8 n11: 1174, 2016.
- (with Changchun Huang; Hao Yang; Mingli Zhang; Heng Lü; Tao Huang; Jun Zou; Yunmei Li "Evaluation of the Geostationary Ocean Color Imager (GOCI) to monitor the dynamic characteristics of suspension sediment in Taihu Lake", *International Journal of Remote Sensing*, v36 n15: 3859-3874, 2015.
- (with Zhu, T.X.) "Assessment of soil erosion and conservation on agricultural sloping lands using plot data in the semi-arid hilly loess region of China", *Journal of Hydrology: Regional Studies* 2, pp. 69-83, 2014.
- (with Wu Hui; Liu Yongbo; Liu Junzhi) "Representation of Agricultural Best Management Practices in a Fully Distributed Hydrologic Model: A Case Study in the Luoyugou Watershed", *Journal of Resources and Ecology*, v5 n2: 179-184, 2014.

Distinctions and activities: Adjunct Professor, Institute of Geographical Sciences and Natural Resources Research, Chinese Academy of Sciences; Editorial Board, *Annals of Association of American Geographers*, 2010-2014; Vice-Chair for the Pedometrics Division, International Union of Soil Science, 2010-2014; The Hamel Faculty Fellow Award, University of Wisconsin-Madison 2009; Chair of Research and Development, CPGIS (2004-); Chair of the Research and Sponsored Project, UCGIS (2005-); president of Chinese Professionals in Geographical Information Science (2003-2004); recipient of the "One Hundred Talents" Award, Chinese Academy of Sciences (2003); Outstanding Overseas Chinese Scholar Award, Institute of Geographical Sciences and Natural Resources Research, Chinese Academy of Sciences (2001)

Number of theses supervised in past five years: 5

18. WEIHUA ZHU

Assistant Professor of Asian Languages and Cultures

EAS 100%

Education: B.A. (1993) Nanchang University, China; M.A. (2004) University of Alabama-Tuscaloosa; Ph.D. (2010) University of Florida

Overseas experience: China

Language proficiency: Chinese (3)

Research and teaching specializations:

Business Chinese, Chinese Linguistics, Chinese Pedagogy, Discourse Analysis, Pragmatics, Pedagogy and Second Language Acquisition

Recent publications:

- "How do Chinese Speakers of English Manage Rapport in Extended Concurrent Speech?", *Multilingua* 36 (2), 181-204, 2017.
- "Perceptions of Extended Concurrent Speech in Mandarin", *Pragmatics* 27 (1), 144-170, 2017.
- "Extended Concurrent Speech and Guānxì Management in Mandarin", *Text & Talk* 36 (5), 637-660, 2016.
- (with Boxer, D.) "Discourse and Second Language Learning. In S. Wortham et al. (Eds.), *Discourse and Education, Encyclopedia of Language and Education*, 1-13. New York: Springer, 2016.
- "Rapport Management in Strong Disagreement: An Investigation of a Community of Chinese Speakers of English", *Text & Talk* 34 (5), 641-664, 2014.
- "Managing Relationships in Everyday Practice: The Case of Strong Disagreement in Mandarin", *Journal of Pragmatics* 64, 85-101, 2014.
- (with Boxer, D.) "Strong Disagreement in Mandarin and ELFP: Aggressive or Politic?", *Journal of Language Aggression and Conflict* 1 (2), 194-224, 2013.

Distinctions and activities: Member of American Association for Applied Linguistics, American Council on the Teaching of Foreign Languages, International Association of Chinese Linguistics, and American Pragmatics Association

Number of theses supervised in past five years: 1

CHINA AFFILIATE

19. GILLES BOUSQUET

Pickard-Bascom Professor of French

EAS 10%

Education: PhD (1983) Université de Provence

Overseas experience: China, France

Language proficiency: French (3)

Research and teaching specializations: Globalization and higher education; European social, cultural and institutional issues; French for business and economics; 19th- and 20th-century French cultural studies

Distinctions and activities: Led a UW delegation to Shanghai, Hangzhou, Hong Kong and Beijing to establish institutional relationships with China (2011), especially Shanghai Jiao Tong University; Helped establish UW's Innovation Center in Shanghai; led UW-Madison's internationalization efforts; Chair of Department of French and Italian; Senior Advisor to the President of the UW System for International Economic Development; Chair, State Superintendent's International Education Council; Co-director of the Center for Interdisciplinary French Studies; Former Vice Provost for Globalization; Former Dean of International Studies at UW-Madison; Director of the International Institute; Director of the European Studies Program; former Special Assistant to the Chancellor for International Engagement.

20. IAN A. COXHEAD

Professor of Agricultural and Applied Economics

EAS 25%

Education: B.A. University of New South Wales (1981); M.A. (1984) Ph.D. (1990) Australian National University

Overseas experience: Japan, Korea, Australia, Thailand, Philippines, Laos, Vietnam, Cambodia, Indonesia

Language proficiency: Tagalog/Filipino (3); Thai (2); French: reading (2)

Research and teaching specializations: Income distribution, economic and agricultural development, and the interaction between trade, economic policy and the environment in Asia; primary focus on Southeast Asia with attention to East Asia on comparative basis.

Recent publications:

- (with Shen, Guangjun and Yang Yao) "Do schools cause students? Evidence from China's post-famine baby boom." Manuscript, 2014.
- (with Li, Muqun) "Trade and inequality with limited labor mobility: theory and evidence from China." *Review of Development Economics* 15(1): 48-65, 2011.
- (with Sisira Jayasuriya) "The rise of China and India and the commodity boom: economic and environmental implications for low-income countries." *The World Economy* 33(4), 2010

Distinctions and activities: Visiting Scholar, Kobe University (2018); Visiting Scholar, Hitotsubashi University (2017); Guest editor, *Asian Development Review* (2017); Department Chair (2012-17); Honorary Professor, Arndt-Corden Department of Economics, Australian National University (2016-present); Member, Human Capital and Economic Opportunity Global Working Group UW Business School, CIBER Grant for study of the implications of China's Accession to the WTO

Number of theses supervised in past five years: 3

21. FLORENCE HSIA

Professor of History of Science

EAS 25%

Education: B.A. (1990) Princeton University; M.A. (1995) and Ph.D. (1999) University of Chicago

Language proficiency: French (3)

Research and teaching specializations: history of early modern science; cross-cultural scientific exchange, especially between Europe and Asia; science and religion; science and print culture; scientific archives and data practices

Recent publications:

- "Astronomy after the deluge," in *Science in the archives: pasts, presents, futures*, ed. by Lorraine Daston. University of Chicago Press, 2017.
- *Sojourners in a strange land: Jesuits and their scientific missions in late imperial China*. University of Chicago Press, 2009.
- "Chinese astronomy for the early modern European reader," *Early science and medicine*: 417-450, 2008.
- "Athanasius Kircher's *China illustrata* (1667): an apologia pro sua vita," in *Athanasius Kircher: the last man who knew everything*, ed. by Paula Findlen. Routledge, 2004.
- "Mathematical martyrs, mandarin missionaries, and apostolic academicians: telling institutional lives," in *Institutional culture in early modern society*, ed. by Anne Goldgar and Robert Frost, Brill, 2004.

Distinctions and activities: Visiting Scholar, Max Planck Institute for the History of Science, Berlin (2018); University of Wisconsin-Madison Graduate School Research Committee Award (2018-2019); Honored Instructor Award, University Residence Halls (2017); "Translating Histories of Science," Roundtable: History of Science in a World of Readers: Reflections from the MPIWG Chinese Translation Project, Annual meeting of the History of Science Society, Atlanta (2016); MPIWG History of Science, Technology, and Medicine Reader Selection Committee (2016); National Science Foundation Science & Technology Studies Scholars Award (2011–2012)

Number of theses supervised in past five years: 13

22. JACK J. JIANG

Professor of Surgery

EAS 10%

Education: M.D. (1983) Shanghai Medical University; Ph.D. (1991) University of Iowa

Overseas experience: China

Language proficiency: Chinese (3)

Research and teaching specializations: international research collaborations with Chinese institutions, in particular Fudan University in Shanghai; objective pathological laryngeal function assessments, laryngeal physiology, biomechanics of vocal fold vibration, medical instrumentation, medical software development and application

Recent publications:

- (with Zhang C, Wang J, Chou A, Gong T, Devine EE), "Photodynamic therapy induces antifibrotic alterations in primary human vocal fold fibroblasts", *Laryngoscope*, Apr 18 2018.
- (with Zhang C, Paddock K, Chou A, Scholp A, Gong T), "Prolonged phonation impairs the integrity and barrier function of porcine vocal fold epithelium: a preliminary study", *Eur Arch Otorhinolaryngol* Apr 18, 2018.
- (with Kang J, Xue C, Chou A, Scholp A, Gong T, Zhang Y, Chen Z), "Comparing the Exposure-Response Relationships of Physiological and Traditional Vocal Warm-ups on Aerodynamic and Acoustic Parameters in Untrained Singers", *J Voice*, 2018.
- (with Luo H, Scholp A), "The Finite Element Simulation of the Upper Airway of Patients with Moderate and Severe Obstructive Sleep Apnea Hypopnea Syndrome", *Biomed Res Int*, 2017.
- (with Jiao Y, Wang R, Zeng Q, Xu X, Zhang Y, Leggon B, Zhuang P), "Establishment and Analysis of False Vocal Folds Hypertrophy Model in Excised Canine Larynges", *J Voice*, 32(2): 143-148, 2018.

Distinctions and activities: Leads medical-focuses summer study abroad tours of China for UW-Madison undergraduates; Director, International Collaborative Research and Translational Research, Department of Surgery; Yangtzi Scholar Distinguished Guest Professor, Fudan University, Shanghai (2009); Magnolia Gold Award for collaboration in education, Shanghai (2009); Director of the Otolaryngic Biomedical Engineering Research Center and the Laryngeal Physiology Lab; published more than 230 original manuscripts in the area of voice measurement and disorders; serves on the editorial boards for *The Laryngoscope*, *Journal of Otolaryngology-Head and Neck Surgery*, *Annals of Otology, Rhinology & Laryngology*, and *Journal of Voice*

23. YAFEI LI

Professor of Linguistics

EAS 25%

Education: B.A. (1982), M.A. (1985), Shandong University; Ph.D., M.I.T. (1990)

Overseas experience: China

Language proficiency: Chinese (3)

Research and teaching specializations: Syntactic theory; syntax-morphology interface; Chinese syntax and morphology.

Recent publications:

- *The Syntax of Chinese*, with J. Huang and A. Li. Cambridge University Press, 2009.
- *X⁰: A Theory of the Morphology-Syntax Interface*. Cambridge: The MIT Press, 2005.
- "On Resultative Compounds," *Journal of Chinese Linguistics* 1.2, 1998.
- "Remarks on Chinese Word Order," *Journal of Chinese Linguistics* 1.1, 1997

Distinctions and activities: UW-Madison Graduate School Research Grant (2004-06, 2003-04); UW-Madison Vilas Fellowship (2000-02); UW-Madison Graduate School and LS&A Grant (1999-2000); Chiang Ching-Kuo Foundation Grant (1997-98); UW-Madison LS&A International Travel Grant (1997).

24. JOSEPH MASON

Professor of Geography

EAS 25%

Education: B.S. (1989) University of Wisconsin-Stevens Point; M. S. (1992) University of Minnesota; Ph.D. (1995) University of Wisconsin-Madison

Overseas experience: China

Language proficiency: N/A

Research and teaching specializations: Quaternary landscape evolution, Quaternary paleoenvironments of the Midwest, the Great Plains and northern China

Recent publications:

- (with Xu, Z., Hu, R., Wang, K., Wu, S.-Y., Lu, H.) "Recent greening in the Mu Us dune field, northern China, and factors influencing it", *Land Degradation and Development*, In Press.
- (with Xu, Z., Lu, H., Yi, S., Zhou, Y., Wu, J., Han, Z.) "Crescentic dune migration and stabilization: Implications for interpreting paleo-dune deposits as paleoenvironmental records", *Journal of Geographical Sciences* 27:1341-1358, 2017.
- (with Yang, Y., Zhang, H., Lu, H., Ji, J., Chen, J., Liu, L.) "Provenance of loess in Nebraska, U.S.A., based on Nd-Sr isotopic composition, and paleoenvironmental implications", *Quaternary Science Reviews* 173:114-123, 2017.
- (with Sweeney, M.R., Lu, H., Cui, M., Feng, H., Xu, Z.) "Sand dunes as potential sources of dust in northern China", *Science China Earth Sciences* 59:760-769, 2016.

Distinctions and activities: Collaborates with Chinese Academy of Sciences to study the history of monsoons in China; J. H. Mackin Grant, Quaternary Geology and Geomorphology Division, Geological Society of America, 1993; National Science Foundation Graduate Fellowship, 1989-92

Number of these supervised in past five years: 5

25. JOHN PFOTENHAUER

Professor of Mechanical Engineering

EAS 25%

Education: B.A. (1979) St. Olaf College; M.A. (1981) and Ph.D. (1984) University of Oregon-Eugene

Overseas experience: China

Language proficiency: N/A

Research and teaching specializations: low temperature refrigeration, cryogenics, applied superconductivity

Distinctions and activities: Initiated summer semester in Hangzhou for engineering students (since 2008); co-directs the research activities in the Cryogenics Laboratory; oversees the operation of the Liquid Helium / Nitrogen Facility; Visiting Professor, Zhejiang University (2013-15); Kuang-piu Chair Professor, Zhejiang University (2012); Cryogenic Society of America Fellow (2013)

26. JAMES SCHAUER

Peterson-Rader-Hawnn Professor of Civil and Environmental Engineering

EAS 10%

Education: B.S. (1984) Colorado School of Mines; M.S. (1991) University of California at Berkeley; Ph.D. (1998) California Institute of Technology; M.B.A. (2010) University of Wisconsin-Whitewater

Research and teaching specializations: measurement and chemical characterization tools to quantitatively understand the origin and impacts of air pollution; indoor, urban, regional and global air pollution

Recent publications:

- (with R. B. Khuzestani, J. Shang, T. Cai, D. Fang, Y. Wei, L. Zhang, Y. X. Zhang) "Source Apportionments of PM_{2.5} Organic Carbon during the Elevated Pollution Episodes in the Ordos Region, Inner Mongolia, China", *Environmental Science and Pollution Research*, 2018 In press.
- (with M. S. Bae, T. Lee, J. H. Jeong, Y. K. Kim, C. U. Ro, S. K. Song, and Z. H. Shon) "Relationship between Reactive Oxygen Species and Water-soluble Organic Compounds: Time-resolved Benzene Carboxylic Acids Measurement in the Coastal Area during the KORUS-AQ Campaign", *Environmental Pollution*, 231, 1-12, 2017.
- (with R. B. Khuzestani, Y. Wei, Y. Zhang, L. Zhang, and Y. Zhang) "Quantification of the Sources of Long-Range Transport of PM_{2.5} Pollution in the Ordos Region, Inner Mongolia, China", *Environmental Pollution*, 229, 1019-1031, 2017.
- (with Y. Q. Wang, B. de Foy, M. R. Olsen, Y. Zhang, Z. Li, Y. X. Zhang) "Impacts of Regional Transport on Black Carbon in Huairou, Beijing, China", *Environmental Pollution*, 221, 75-84, 2017.
- (with Y. Xiong, J. Zhou, Y. Hu, W. Yu) "Seasonal and Spatial Differences in Source Contributions to PM_{2.5} in Wuhan, China", *Science of the Total Environment*, 577, 155-165, 2017.
- (with M. H. Secrest, E. M. Carter, A. M. Lai, Y. Wang, M. Shan, X. Yang, Y. X. Zhang, and J. Baumgartner) "Chemical Speciation and Oxidative Potential of PM_{2.5} Exposure of Chinese Women Cooking and Heating with Biomass and Coal Fuels", *Science of the Total Environment*. 571, 1477-1489, 2016.
- (with Y. Q. Wang, Y. X. Zhang, B. de Foy, Y. Zhang) "The Relative Impact of Emissions Controls and Meteorology on Air Pollution Mitigation Associated with the Asia-Pacific Economic Conference (APEC) in Beijing, China", *Science of the Total Environment*. 571, 1467-1476, 2016.
- (with K. Ni, E. M. Carter, M. Ezzati, Y. X. Zhang, H. Niu, A. M. Lai, M. Shan, Y. Wang, X. Yang, and J. Baumgartner) "Seasonal Variation in Outdoor, Indoor, and Personal Air Pollution Exposures of Women Using Wood Stoves in the Tibetan Plateau: Baseline Assessment for an Energy Intervention Study", *Environment International*. 94, 449-457, 2016.
- (with J. Baumgartner, Y. X. Zhang, W. Huang, Y. Wang, and M. Ezzati) "Highway proximity and black carbon from cookstoves as a risk factor for higher blood pressure in rural China", *Proceedings of the National Academy of Sciences*. 111, 13229-13234, 2014.
- (with S. S. Park, K. W. Kim) "Influence of Hydrophilic- and Hydrophobic Water-Soluble Organic Carbon Fractions on Light Extinction at an Urban Site", *Journal of the Korean Physical Society*. 63, 2047-2053, 2013.
- (with S. Guo, M. Hu, Q. Guo, X. Zhang, and R. Zhang) "Quantitative Evaluation of Emission Control on Primary and Secondary Organic Aerosol Sources during Beijing 2008 Olympics", *Atmospheric Chemistry and Physics*. 13, 8303-8314, 2013.
- (with S. S. Park, J. U. Jeong) "Sources and Their Contribution of Particulate Water-Soluble Organic Carbon Observed During One Year at a Traffic-Dominated Site", *Atmospheric Environment*. 77, 348-357, 2013.

Distinctions and activities: Guest Professor Peking University, Beijing, China, 2004-Present; Director, Water Science and Engineering Laboratory at the UW-Madison, Director, Wisconsin State Laboratory of Hygiene (since 2017); Editor-in-Chief, Atmospheric Environment, 2016-Present; UW-Madison Kellet Mid-Career Faculty

Research Award 2013; Member, Global Health Institute Advisory group, 2011-Present; Program Committee, Environmental Science Undergraduate Program, 2011-Present; Lead Author, International Panel on Climate Change (IPCC) 5th Assessment Report, Working Group III: Mitigation, 2010-2014.

27. ENNO SIEMSEN

Procter & Gamble Bascom Professor of Management, Operations & Information Management **EAS 25%**

Education: Ph.D. (2005) University of North Carolina at Chapel Hill

Overseas experience: China

Language proficiency:

Research and teaching specializations: forecasting, sales and operations planning, operations strategy, product development, and project management; quality inspections & improvement and on human judgment in sales & operations planning processes

Recent publications:

- (with Kent, P.) "Production Process Moves: Template Use and the Need to Adapt", *Production and Operations Management* (27), 480-495, 2018.
- (with Wuttke, D. & Donohue, K.) "Initiating Supplier New Product Development Projects: a Behavioral Investigation", *Production and Operations Management* (27), 80-99, 2018.
- (with Lee, Y. & Siemsen, E.) "Task Decomposition and Newsvendor Decision Making", *Management Science* (63), 3226-3245, 2017.
- (with Ball, G. & Shah, R.) "Do Plant Inspections Predict Future Quality? The Role of Investigator Experience", *Manufacturing & Service Operations Management* (19), 534-550, 2017.
- (with Ben-Ner, A.) "Decentralization and Localization of Production: The Organizational and Economic Consequences of Additive Manufacturing", *California Management Review* (59), 5-23, 2017.
- (with Jones-Christensen, L. & Branzei, O. & Viswanathan, M.) "Response pattern analysis: Assuring data integrity in extreme research settings", *Strategic Management Journal* (38), 471-482, 2017.
- (with Lee, Y. & Seo, Y.) "Running Behavioral Operations Experiments using Amazon's Mechanical Turk", *Production and Operations Management*, 2017.
- (with Dhanokar, S. & Linderman, K.) "Promoting Change from the Outside: Directing Managerial Attention in the Implementation of Environmental Improvements" *Management Science*, 2017.

Distinctions and activities: Executive Director of the Erdman Center for Operations & Technology Management; 2016-2017 Fetzer Fellowship for study of Chinese businesses at Shanghai's Fudan University; M&SOM Young Scholar Award (2017); Management Science Distinguished Service Award (2013); member of Institute for Operations Research and the Management Sciences as well as Production and Operations Management Society; department editor for the *Production and Operations Management Journal* and the *Decision Sciences Journal*, and associate editor for the *Journal of Operations Management* and the *Journal of Supply Chain Management*

Number of theses supervised in past five years: 6

28. GUANMING SHI

Associate Professor of Agricultural and Applied Economics

EAS 25%

Education: B.S. (1995) Fudan University; M.S. (1999) University of Vermont; Ph.D. (2005) UC Berkeley

Overseas experience: China

Language proficiency: Chinese (3)

Research and teaching specializations: Applied microeconomics; intellectual property rights and industrial organization; environmental and resource economics

Recent publications:

- (with Zhang, C. R. Hu, J. Huang, X. Huang, Y. Li, Y. Yin and Z. Chen) "Health effect of agricultural pesticide use in China: implications for the development of GM crops," *Scientific Reports* 6, Article number 34918, 2016.
- (with Cai, J. and R. Hu) "An Impact Analysis of Farmer Field School in China," *Sustainability* 8(2), 2016.

- (with Chavas, J.P.) "An Economic Analysis of Risk and Agricultural Technology," *Journal of Agricultural and Resource Economics* 40(1): 43-79, 2015.
- (with J.P. Chavas, J. Lauer and E. Nolan) "An Analysis of Selectivity in the Productivity Evaluation of Biotechnology," *American Journal of Agricultural Economics* 95(3): 739-754, 2013.
- (with Chavas, J-P., Stiegert, K., Meng, X.) "An Analysis of bundle pricing: the case of biotech seeds," *Agricultural Economics* v43: 125-139, 2012.
- (with Pray, C., Zhang, W.) "Effectiveness of Intellectual Property Protection: Survey Evidence from China," *Agricultural and Resource Economics Review* v41n03: 286:297, 2012.
- (with C. Pray) "Modeling Agricultural Innovation in a Rapidly Developing Country: The Case of Chinese Pesticide Industry," *Agricultural Economics* 43: 377-388, 2012.

Distinctions and activities: Frequent speaker at Chinese institutions (2015: China Central Agricultural University, Renmin University, Beijing Institute of Technology; 2014: China Central Agricultural University, Renmin University); co-PI for USDA funded study on Sustainable Corn and Soybean Production (2014-2017); Excellence in Teaching Award, Department of AAE, 2013; Award for Outstanding Journal Article in the Journal of Agricultural and Resource Economics from; the Western Agricultural Economic Association, 2012; AAEA Quality of Communication Award, 2012.

29. FRANCOIS TOCHON

Professor of Curriculum and Instruction

EAS: 25%

Education: BA Neuchatel University; PhD (1990) Laval University; PhD (1997) University of Ottawa

Overseas experience: France, Spain, China

Language proficiency: French (3)

Research and teaching specializations: World language learning; globalization and linguistic human rights; technologies in world language education; advanced methods for teaching world languages; postcolonial language policies; research methods; applied semiotics

Recent publications:

- "Plurilingualism as a Policy for Peace Education", *Policy for Peace: Language Education*. WI: Deep University Press, 2017.
- (with Harrison, K.M.) "Policy for Peace is Multilingual", *Policy for Peace: Language Education Unlimited*. Blue Mounds, WI: Deep University Press, 2017.
- "How the Theory of Emotions May Support Multicultural Education and Peace", *Envisioning New Possibilities of Multicultural Education*. pp. 643-659, 2016.
- "Mobile Experiences of an Adolescent Learning Spanish Online in a 21st Century High School", *International Journal of Pedagogies and Learning*. 20(10), 1-16, 2015.

Distinctions and activities: headed World Language Education from 2001 to 2007; 2003-2007 federal grant to support Foreign Language Teaching For Bilingual Education; Principal Investigator of a Title VI grant from the U.S. Department of Education, 25 books and 144 scientific articles published in 11 languages, won 2010 AERA Award of Best Review of Research, Award of International Excellence for outstanding research. Shanghai Seminar Award recipient, 2013; 2014 International Scholar at Shanghai Normal University; Honorary Professor appointment in 2015 at Henan University of Technology.

30. LIH-SHENG TURNG

Professor of Mechanical Engineering

EAS 10%

Education: B.S. (1981) National Taiwan University; M.S. (1987) Cornell University; Ph.D. (1990) Cornell University

Overseas experience: Taiwan

Language proficiency: Chinese (3)

Research and teaching specializations: Injection molding and innovative plastics manufacturing processes; Bio-based polymers and tissue engineering scaffolds; Microcellular injection molding (MuCell process)

Distinctions and activities: Kuo K. and Cindy F. Wang Professor (2016); Vilas Distinguished Achievement Professor (2014); Research Theme Leader, Wisconsin Institute for Discovery; Co-director, Polymer Engineering Center and Industrial Consortium; Fellow, Society of Plastics Engineers and American Society of Mechanical Engineers (2008-present); Chair, board of directors, Injection Molding Division, Society of Plastics Engineers. Faculty advisor, Student Association of Taiwan.

31. JERRY CHI-PING YIN

Professor of Genetics and Neurology

EAS 10%

Education: B.A. Princeton University (1975); Ph.D. Molecular Biology, University of Wisconsin-Madison (1986)

Overseas experience: China

Language proficiency: Mandarin (3)

Research and teaching specializations: Disease cell and molecular biology, Neuroscience and behavior

Recent publications:

- (with Gerstner JR, Perron IJ, Riedy SM, Yoshikawa T, Kadotani H, Owad Y, Van Dongen HPA, Galante R, Dickinson K, Pack AI, Frank MG), "Normal sleep requires the astrocyte brain-type fatty acid binding protein FABP7", *Sci Adv* 3, e1602663, 2017.
- (with Yu XW, Curlik DM, Oh MM, Disterhoft JF), "CREB overexpression in dorsal CA1 ameliorates long-term memory deficits in aged rats", *Elife* 6. e19358, 2017.
- (with Sorensen AT, Cooper YA, Baratta MV, Weng FJ, Zhang Y, Ramamoorthi K, Fropf R, LaVerrie E, Xue J, Young A, Schneider C, Gotzsche CR, Hernberg M, Maier SF, Lin Y), "A robust activity marking system for exploring active neuronal ensembles", *Elife* 5. e13918, 2017.
- (with Gonzales ED, Tanenhaus AK, Zhang J, Chaffee RP), "Early onset sleep defects in Drosophila models of Huntington's Disease reflect alterations of PKA/CREB signalin", *Hum Mol Genet.* 25: 837-52, 2016.

Distinctions and activities: Faculty Director, Wisconsin China Initiative, 2015-present; Organizer, Special Course, Biology Department, University of Science and Technology China (USTC) 2017; Founder's Day Speaker, Wisconsin Alumni Association, Hong Kong, Shanghai and Beijing 2016; Organizer, Summer Research for undergraduate students from USTC 2014-present; Guest Lecturer, Bio2000, Chinese Academy of Sciences (Shanghai), Beijing and Tsinghua University 2011-present; Chair, Genetics Graduate Training Program Admissions Committee 2011-present

Number of theses supervised in past five years: 5

32. JIN-WEN YU

Professor of Dance

EAS 25%

Education: B.S. Chinese Culture University (1984); M.F.A. University of Illinois at Urbana-Champaign (1991); Ed. D., Temple University (1994)

Overseas Experience: Taiwan, Korea, Brazil, Argentina, Europe

Language competence: Chinese (3)

Research and teaching specialization: Tai Ji philosophy and dance; Blending of Asian and Western dance concepts and themes

Choreography:

- "Duet #1" Performed by Texas Christian University, Japan, 2005; Chicago, 2004.
- "Short, Long, Forever" Solo, Paris, 2005; San Jose, 2005; Philadelphia, 2005.
- "Two solos and one duet", New Wave Dance Festival, Seattle, 2005.
- Solo, Performed at CORD/WDA-Asia Pacific/ICKL International Conference, 2004.
- Solo performed by Susan Douglas Roberts, Guatemala, 2003.
- "Interspace," full concert, Taipei, 2001.

Distinctions and activities: Recipient of NEA grant, Outstanding Dance Artist Award from Taiwan, the first Madison CitiARTS, Commission Signature Grant, Chinese Information and Culture Center in New York; Gala Concert Winner of American College Dance Festival (2002, 2001, 2000); Wisconsin Arts Board Choreographer Award

(2001); keynote speaker, the Millennium Dance Education Symposium, Taichung, Taiwan (2000); Wisconsin Arts Board Grant (2002); Dane County Cultural Affair Commission Grants (2002, 2001, 2000); Foundation of Taiwan Grant (2001); Jih Sun Foundation for Culture and Education (2000); choreographed Dancing Sun Foundation, "Duet #1," 8 min. (2002); member, board of directors, World Dance Alliance, Americas Chapter (2001-2004); Congress Of Research in Dance (1996-1999).

JAPAN CORE

33. JAMES L. DAVIS

Professor of Engineering Professional Development

EAS 100%

Education: B.S. University of Rochester; M.S. and Ph.D. UW-Madison

Overseas experience: Japan

Language proficiency: Japanese (3), Chinese (1)

Research and teaching specializations: Technical Japanese; Japanese for business and industry; research in Japanese technical literature, technical Chinese

Recent publications:

- "The Role of Analysis in Translation", Published in *Translator Perspectives 2014*; Japan Association of Translators; Tokyo, Japan, 2014.
- "Meaning-Based Translation and the Search for Equivalent Impact", In *Translator Perspectives*; 8-9; Japan Association of Translators; Tokyo, Japan, 2012.
- "Taken Out of Context: The Importance of Context in Japanese-into-English Translation", *Translation Quarterly*; 64: 55-78, 2012
- "Designing Japanese Language Courses for Professional Purposes", In *Meeting Student Needs: Perspectives on Teaching Japanese for Professional Purposes*; T. Takami (Ed.); Occasional Papers, Number 10; Association of Teachers of Japanese, Boulder, Colorado, 2010.

Distinctions and activities: Director of Department's Technical Japanese Program; More than 25 years of experience as a translator of Japanese technical documents; Member of Japanese technical societies (automotive, chemistry, electronics); Licensed Professional Engineer (Wisconsin, New York); American Translators Association Certified Translator; Outstanding Instructor Award, National Technological University (9x); chair, Japanese to English certification committee of the American Translators Association (2000).

34. CHARO D'ETCHEVERRY

Associate Professor of Asian Languages and Cultures

EAS 100%

Education: B.A. (1993) Middlebury College; M.A. (1995) Harvard; M.A. and Ph.D. (2000) Princeton

Overseas experience: Japan

Language proficiency: Japanese (3)

Research and teaching specializations: Classical Japanese literature, especially fiction, folktales and parody; 11th century Japanese court fiction and politics; medieval revisions of court tales.

Recent publications:

- *Love After the Tale of Genji: Rewriting the World of the Shining Prince*, Harvard University Asia Center, 2007.
- "Seducing the Mind: (Edo); Kabuki and the Ludic Performance," *Early Modern Japan: An Interdisciplinary Journal* (19): 21-43, 2011.
- "Genji as History: Into the Fun House," *ABC-CLIO Daily Life through History Database*, 2017.

Distinctions and activities: Co-organizer, "Supernatural Presences in East Asian Culture" lecture, film and book group series at UW-Madison, 2009-10, book manuscript reviewer: Columbia University Press, Harvard University Asia Center, Stanford University Press, Cornell University East Asia Center; article manuscript reviewer: *Early Modern Japan*, *Japanese Language & Literature*; tenure dossier reviewer: UCLA, Boston University, Washington University in St. Louis; director Nihongo Hausu (Japanese-language floor); member and chair, Arts & Humanities

Divisional Committee; assorted tenure and junior faculty review committees; assorted workshops on assessment through office of provost

Number of theses supervised in past five years: 1

35. YORIKO DIXON

Library specialist on Japan Studies

EAS 100%

Education: B.A. (1978) Tamagawa Gakuen University; B.A. (1984) SUNY at Old Westbury; M.F.A (1987) Adelphi University; M.L.S. (2013) NCCU

Overseas experience: Japan

Language proficiency: Japanese (3); Korean (2)

Research and teaching specializations: support humanities and social sciences from all periods, focus on Japan

Distinctions and Activities: Support curators of Japanese art exhibits at Chazen Art Museum; collected and selected Edo period books for UW-Madison's Special Collection Library.

36. DAVID FURUMOTO

Associate Professor of Drama and Theatre

EAS 50%

Education: B.A. (1978), M.F.A. (1982), University of Hawaii

Overseas experience: Japan

Language proficiency: Japanese (2)

Research and teaching specializations: Movement and acting styles in Kabuki Theater; survey classes in traditional Asian theatre (China, Japan, India); traditional Japanese theatre forms

Distinctions and activities: Professional Certificate from the Onoe School of Japanese Dance; Directed "Antigone Falun Gong", Aurora Theatre Co., Berkeley, CA (2004); directed "The Mikado", University Theatre, Madison, WI (2003); wrote "Obake: Japanese Ghosts," commissioned by Honolulu Theatre for Youth (2003); "Wondrous Tales of Old Japan," written and directed for Minneapolis Children's Theatre (1999), Mark Taper Forum in Los Angeles (2001), and the Honolulu Theatre for Youth (2002); directed Asian fusion production of "Trojan Women" for UW-Madison (2001); L.A. Ovation Award Nominee (1998); Backstage Garland Award (1998); also performed for the Alliance Theatre Co., the Huntington Theatre Co., the Seattle Children's Theatre Co., the San Francisco Mime Troupe, the Center Theatre Group, East West Players, Theatre of Yugen and others; awards from the Crown Prince Akihito Scholarship, the Earl Earnst Award for Excellence in Asian theatre, for choreography and acting, L.A. Ovation nominee for Choreography and Featured performance in a Musical.

37. NAOMI FUJITA GEYER

Associate Professor of Asian Languages and Cultures

EAS 100%

Education: B.A. (1986) Aoyama Gakuin University; M.A. (1993) and Ed.D. (2000), Columbia University

Overseas experience: Japan

Language proficiency: Japanese (3)

Research and teaching specializations: Japanese language; second language acquisition, language pragmatics

Recent publications:

- *Discourse and Politeness: Ambivalent Face in Japanese* London: Continuum (2008)
- 'Directives in Japanese Workplace Discourse' in Cook, Haruko Minegishi & Shibamoto-Smith, Janet (Eds.) *Japanese at Work: Politeness, Power, and Personae in Japanese Workplace Discourse*. (2018) Cham: Switzerland.
- 'Discernment and Variation: The Action-Oriented Use of Japanese Honorifics' *Multilingua* 32(2)(2013): 155–176

Distinctions and Activities: Presented at International Pragmatics Association 2017 Conference, American Association for Applied Linguistics 2016 Conference, American Association for Applied Linguistics 2014

Conference; Language Instructor; Indiana University Summer Workshop 2016; Co-teaching: Elementary Japanese Pedagogy at summer MA program at Columbia University (every other year)
Number of theses served as a reader in past five years: 5

38. ADAM L. KERN

Professor of Asian Languages and Cultures

EAS 100%

Education: B.A. (1987) University of Minnesota; M.A. (1989) and Ph.D. (1997) Harvard University

Overseas experience: Visiting Professor at the National Institute of Japanese Literature; Researcher Professor at Tokyo University; Research Student at Kyoto University; Staff Reporter at *Kyoto Shimbun*; Editorial Intern at Kōdansha Publishers.

Language Proficiency: Japanese (3), Chinese (2)

Research and teaching specializations: Popular literature and visual culture of Japan, 1600-1900.

Recent publications:

- *A Kamigata Anthology: Literature from Japan's Metropolitan Centers, 1600-1750*, ed. Jones and Kern, University of Hawai'i Press, Under contract.
- *The Penguin Book of Haiku*, London: Penguin Classics, forthcoming 2018.
- "East Asian Comix: Intermingling Japanese Manga and Euro-American Comics." In Bramlett, Cook, and Meskin, eds., *The Routledge Companion to Comics and Graphic Novels*, Routledge, 2016.
- "Envisioning the Classics: Tales of the Heike in Edo-Period Comicbooks." In Adolphson and Commons, eds., *Loveable Losers*, University of Hawai'i Press, 2015.
- "Kabuki Plays on Page—and Comicbook Pictures on Stage—in Edo-Period Japan." In Kimbrough and Shimazaki, eds., *Publishing the Stage*, Boulder: University of Colorado, 2011.

Distinctions and activities: Subject of a documentary for the Japanese national primetime "edutainment" show "Wafū sōhonke" (Japan's Cultural Foundations), 2017. Past Director of the Center for Visual Cultures

Number of theses supervised in past five years: 3

39. NAOMI H. McGLOIN

Professor of Asian Languages and Cultures, Emerita status pending

EAS 100%

Education: B.A. (1967) International Christian University (Tokyo); M.A. (1968) and Ph.D. (1972), University of Michigan

Overseas experience: Japan

Language proficiency: Japanese (3)

Research and teaching specializations: Japanese language and linguistics, discourse analysis

Recent publications:

- "Ad-pronominalization in Japanese" *Journal of Japanese Linguistics*, v10 n1-2: 1-15, 2018.
- "Ga/Ni Conversion Re-examined" *Journal of Japanese Linguistics*, v7 n1-2: 65-78, 2018.
- "The Speaker's Attitude and the Conditionals to, Tara, and Ba" *Journal of Japanese Linguistics*, v5 n1-2: 181-192, 2018
- (with Hudson, Nazikian and Kakegawa) *Modern Japanese Grammar: A Practical Guide* New York: Routledge, 2014.
- "Subordination and Information Status: A Case of To and Koto Complement Clauses in Japanese" in *Usage-based Approaches to Japanese Grammar*, ed. by K. Kabata and T. Ono, 2014.

Distinctions and activities: Serving as president of the Association of Teachers of Japanese (2004-07); chair of Japanese department (3x up to 2013); Graduate School Research Grant (2004; 1993); IN TYME grant for introducing wireless technology into classroom (2002); Hilldale Undergraduate Research Fellowship (1994); board of directors, Association of Teachers of Japanese (1992-95, 2000-2003); organized various conferences, including Japanese/Korean Linguistics Conference (2005); and ATJ Thursday Seminar (2002; 1997).

40. JUNKO MORI

Professor of Asian Languages and Cultures

EAS 100%

Education: B.A. (1986) Kyoto University; M.A. (1992) and Ph.D. (1996) UW-Madison

Overseas experience: Japan

Language proficiency: Japanese (3)

Research and teaching specializations: Japanese applied linguistics; language education; second language acquisition; sociolinguistics;

Recent publications:

- (with Sanuth, K. K.), "Navigating between a monolingual utopia and translingual realities: Experiences of American learners of Yoruba as an additional language." *Applied Linguistics*, Forthcoming, 2018.
- (with Hudson, M. E., and Matsumoto, Y.), Introduction. In Hudson, M. E., Matsumoto, Y. and Mori, J. (eds.), *Pragmatics of Japanese: Perspectives on Grammar, Interaction, and Culture*. Amsterdam: John Benjamins, Forthcoming in 2018.
- (with Matsunaga, Y.), "Becoming a conversationalist at the dinner table: A study of a JFL learner living in foreign language housing." In M. Ishida, Y. Tateyama, and T. Greer (eds.), *Interactional Competence in Japanese as an Additional Language* (pp. 293-332). Honolulu: University of Hawai'i, National Foreign Language Resource Center, 2017, Forthcoming.
- (with Imamura, A., and Shima, C.), "Epistemic management in the material world of workplace: A study of nursing shift handovers at a Japanese geriatric healthcare facility." *Journal of Pragmatics*, 109: 64-81, 2017.
- (with Takeuchi, J.), "Campus diversity and global education: A case study of a Japanese program." *Foreign Language Annals*, 49(1), 146-161, 2016.
- (with Yanagimachi, T.), "Artifacts, gestures, and dispensable speech: Multimodality in teaching and learning of a biology laboratory technique." In D. Koike & C. Blyth (eds.), *Dialogue in Multilingual, Multimodal Communities*, 221-251, 2015. Amsterdam: John Benjamins.
- (with Shima, C.), "Co-construction of "doctorable" conditions in multilingual medical encounters: cases from urban Japan." *Applied Linguistics Review* 5(1): 45-72, 2014.
- "The reexamination of so-called 'clefts': A study of multiunit turns in Japanese talk-in-interaction." In K. Kabata, and T. Ono (eds.), *Usage-Based Approaches to Japanese Grammar: Towards the Understanding of Human Language* (pp. 193-222). Amsterdam: John Benjamins, 2014.

Distinctions and activities: Director for the Japanese Advanced Language Proficiency Project, Center for Advanced Language Proficiency Education and Research (Title VI Funded National Foreign Language Resource Center at the Pennsylvania State University, PA); (2003-2010); ACTFL/MLJ Paul Pimsleur Award for Research in Foreign Language Education (2003); Faculty Developmental Grant (2003, 2016-2017); UW-Madison Philip Certain Award for outstanding research, teaching and service contributions (2012-2015); UW-Madison The Letters and Science Hamel Faculty Fellowship (2009-2014)

Number of theses supervised in past five years: 14

41. TAKAKO NAKAKUBO

Language Instructor of Asian Languages and Cultures

EAS 100%

Education: Nanzan University; Ph.D. University of Iowa,

Overseas experience: Japan

Language proficiency: Japanese (3)

Research and teaching specializations: Second Language Acquisition of Japanese, Japanese Pedagogy, Learning Strategies

Distinctions and activities: Teaches 1st Semester Japanese, 2nd Semester Japanese, Elementary Japanese, Intermediate Japanese Conversation, business Japanese communication; Academic Advisor for the Certificate in Japanese Professional Communication.

42. EMIKO OHNUKI-TIERNEY

Vilas Professor of Anthropology

EAS 75%

Education: Ph.D. (1968) UW-Madison

Overseas experience: Japan, France, United Kingdom, Italy

Language proficiency: Japanese (3), Ainu (3)

Research and teaching specializations: Social and cultural anthropology, symbolism and power, historical anthropology, anthropology of modern wars, anthropology of Japan

Recent publications:

- *Flowers that Kill: Communicative Opacity in Political Spaces*. Stanford University Press, 2015.
- *Kamikaze Diaries: Reflections of Japanese Student Soldiers*. University of Chicago Press, 2006.
- *Kamikaze, Cherry Blossoms, and Nationalisms: The Militarization of Aesthetics in Japanese History*. The University of Chicago Press, 2002.

Distinctions and activities: Awarded 'la médaille du Collège de France,' by Collège de France (January 2014); Fellow, Institut d'Études Avancées –Paris (2010, 2011, 2014, 2016); In, "Interviews with Leading Thinkers." Audio-Visual archive at Cambridge University (August 2011); Kluge Distinguished Chair for Modern Culture, Library of Congress (2008); Fellow, American Academy of Arts and Sciences (1999-present); member, Midwest Council (2002 present); William F. Vilas Research Professorship (1988-present); John Simon Guggenheim Fellowship, 1985-86; Visiting professor, École des Hautes Études en Sciences Sociales (four times since 1992); Visiting professorships, Harvard, Michigan, Oxford, Manchester; Finalist, non-fiction category of the Kiriya Prize

Number of theses supervised in past five years: 3

43. QUITMAN E. PHILLIPS

Professor of Art History

EAS 100%

Education: B.A. (1974) Harvard; M.A. (1986) and Ph.D. (1992) University of California, Berkeley

Overseas experience: Japan, Korea, China

Language proficiency: Japanese (3), Classical Chinese (2), French (2)

Research and teaching specializations: Japanese art; Japanese painting and woodblock prints; art and religious practice in medieval Japan; Japanese ceramics and allied arts.

Recent publications:

- Review: "Yukio Lippit, Painting of the Realm: The Kano House of Painters in Seventeenth-Century Japan." CAA.Reviews. 2013
- Review: "Melanie Trede, Image, Text, and Audience: The Taishokan Narrative in Visual Representations of the Early Modern Period in Japan." *Artibus Asiae* 66.1: 198-2002, 2006.
- Review: "Melinda Takeuchi, ed., The Artist as Professional in Japan." *Monumenta Nipponica* 60.1: 140-143, Spring 2005.
- "Taste, Practice, and Identity in Medieval Japan." In *Arts of Japan: The John Weber Collection* edited by Melanie Trede. Berlin: Museum für Ostasiatische Kunst, Staatliche Museen zu Berlin, 12-19, 2005.

Distinctions and activities: Joan B. Mirviss Professor of Japanese Art History since 2016); Director, Center for East Asian Studies (2011-2014; Japan Foundation Fellowships 2008, 1999-200, 1994); Visiting Scholar, Ritsumeikan University (2017-2018); Visiting Scholar, Gakushuin University (2008-2009); Visiting Scholar (Kyoto National University (1999-2000)

Number of theses supervised in past five years: 3

44. JAMES M. RAYMO

Professor of Sociology

EAS 50%

Education: B.A. (1987) Colgate; M.A. (1995) Osaka City University; M.A. (1997) and Ph.D. (2000) University of Michigan

Overseas experience: Japan

Language proficiency: Japanese (3)

Research and teaching specializations: Marriage and family in Japan; contemporary Japanese society; aging; social stratification; demography; and methods

Recent publications:

1. (with Vogelsang Eric, Jersey Liang, Erika Kobayashi, Taro Fukaya), "Population Aging and Health Trajectories at Older Ages." *Journal of Gerontology: Social Sciences*, Forthcoming 2017.
2. (with Akihisa Shibata), Unemployment, Non-standard employment, and Fertility: Insights from Japan's Lost 20 Years." *Demography* 54: 2301–2329, 2017.
3. (with Lim, So-jung), "Marriage and Women's Health in Japan." *Journal of Marriage and Family* 78: 780–796, 2016.
4. (with Hyunjoon Park, Yu Xie, Wei-Jun Jean Yeung), "Marriage and Family in East Asia: Continuity and Change." *Annual Review of Sociology* 41:471-492, 2015.
5. "Single Motherhood and Children's Health and School Performance in Japan." *Marriage and Family Review* 52:64–88, 2016.
6. "Living Alone in Japan: Relationships with Happiness and Health." *Demographic Research* 32:1267-1298, 2015.
7. (with Kelly Musick, and Miho Iwasawa), "Gender Equity, Opportunity Costs of Parenthood, and Educational Differences in Unintended First Births: Insights from Japan" *Population Research and Policy Review* 34:179, 2015.

Distinctions and activities: Current investigator for NIA-awarded project on "How does health interface with living arrangements?" (2016 – 20); UW Vilas Mid-Career Award. 2016 – 2017; UW Vilas Associates Award. 2010 – 2012; UW Sociology Department Chair (2016 – present); Director, UW Center for Demography and Ecology (2012 – 2016); Abe Fellowship, Social Science Research Council, "The Family Context of Work at Older Ages in Japan and the United States" (June 2003-January 2004 and June 2004-August 2004); Occasional reviewer for: National Science Foundation, National Institute on Aging, National Institute of Child Health and Human Development, Research Grants Council of Hong Kong, Economic and Social Research Council (UK)

Number of theses supervised in past five years: 3

45. STEVEN JAMES RIDGELY

Associate Professor of Asian Languages and Cultures

EAS 100%

Education: B.A. (1996) Carleton College; Ph.D. (2005) Yale

Overseas experience: Japan

Language competence: Japanese (3)

Research and teaching specializations: modern Japanese literature; Japanese popular culture, Japanese cinema, transasian studies, 1960s counterculture, mathematics and the arts in 20th century Japan, kitsch

Recent publications:

- "Past, Present, and Future at Expo 70," *JapanAmerica: Points of Contact, 1876-1970*, Herbert F. Johnson Museum of Art, Cornell University, pp. 120-31, 2016.
- "Fairy tales in Japan," "Awa Naoko," "Kurahashi Yumiko," "Mizuki Shigeru," "Ōba Minako," "Ogawa Yōko," "Takahashi Rumiko," "Tawada Yōko," and "Terayama Shūji" in Jack Zipes, ed., *Oxford Companion to Fairy Tales*, revised edition, Oxford University Press, 2015.
- "Terayama Shūji's china doll" *Journal of Comparative Literature*, Waseda University 51 (2015), pp. 177-82, 2015.
- "Terayama Shūji and Bluebeard," *Marvels & Tales: Journal of Fairy Tale Studies* 27:2 (2013), pp. 290-300, 2013.
- "Total Immersion: The Designs of Tadanori Yokoo," *Artforum International* 51:6, pp. 202–209, 2013.
- "Tanizaki and the Literary Uses of Cinema," *Journal of Japanese and Korean Cinema* 3:2, pp. 77-93, 2012.

Distinctions and activities: Japan Foundation Japanese Studies Fellowship, 2014-2015, Phillip R. Certain UW-Madison Letters & Science Distinguished Faculty Award, 2012, Fulbright-Hays Faculty Research Abroad Fellowship, 2008-2009, Fulbright Graduate Research Fellowship, 2002-04

Number of theses supervised in past five years: 6

46. SARAH THAL

Professor of History

EAS 75%

Education: B.Sc. (1988) Georgetown University; B.A. (1990) University of London; M.A. and Ph.D. (1999) Columbia University

Overseas experience: Japan

Language proficiency: Japanese (3), French (2)

Research and teaching specializations: intellectual history of early modern Japan; religion in Japan; Meiji Japan

Recent publications:

- “Sankei no kindai,” in *Shirizu Nihonjin to shūkyō: kinsei kara kindai e*, edited by Shimazono Susumu, Takano Toshihiko, Hayashi Makoto, and Wakao Masaki, Tokyo: Shunjunsha, pp. 209-242, 2015.
- Review of H. Byron Earhart, *Fuji: An Icon*, in *Journal of Asian Studies* 74:4, 1040-1042, 2015.
- *Rearranging the Landscape of the Gods: the politics of a pilgrimage site in Japan, 1573-1912*. Chicago: University of Chicago Press, 2005.
- Redefining the Gods: Politics and Survival in the Creation of Modern *Kami*.” *Japanese Journal of Religious Studies*, vol. 29, nos. 3-4, pp. 379-404, 2002.

Distinctions and activities: currently working on a history of the creation of modern bushidō in the 1890s; Northeast Asia Council, Association for Asian Studies, 2016-18; International Advisory Board, *Japan Review*, 2011-present; Resident Fellow at UW’s Institute for Research in the Humanities, 2015; Fulbright-Hays Faculty Research Grant, 2008-09; NEH Advanced Research in the Social Sciences on Japan Fellowship, 2007-08;

Number of theses supervised in past five years: 7

47. LOUISE YOUNG

Professor of History

EAS 100%

Education: B.A. (1982) UW-Madison; M.A. (1987), M.Phil. (1988), and Ph.D. (1993) Columbia University

Overseas Experience: Japan

Language proficiency: Japanese (3)

Research and teaching specializations: Japan since 1868; Sino-Japanese relations; Japanese fascism; WWII in Asia; comparative imperialism; foreign relations; cultural history; urbanization and urban modernism; East Asian regionalism.

Recent publications:

- “When Fascism Meets Empire in Japanese-occupied Manchuria,” in special issue on Axis Empires: toward a global history of fascist imperialism, *Journal of Global History*, Vol.12, no. 2: 274-296, 2017
- “Rethinking Empire in the Twentieth Century: Lessons from Imperial and Post-imperial Japan,” in *The Oxford Handbook of the Ends of Empire*, eds., Andrew Thompson and Martin Thomas. Oxford: Oxford University Press, 2017.
- “Urban Life and the City Idea in the Twentieth Century,” in *Handbook of Modern Japanese History*, eds., Christopher W.A. Szpilman and Sven Saalar. London: Routledge, 2017.
- “Japan’s New International History,” introduction to *AHR Forum: Early-Twentieth-Century Japan in a Global Context*, *American Historical Review*, 119, 4: 1117-1129, 2014.
- *Beyond the Metropolis: Second Cities and Modern Life in Interwar Japan*. University of California Press, 2013.

Distinctions and Activities: Distinguished Speaker Bureau, Northeast Asia Council, Association for Asian Studies, 2017-2020; Senior Fellow, Institute for Research in Humanities, 2013-2017; Vilas Mid-Career Award, 2014; Vilas Distinguished Professorship, 2013; NEH/Japan-US Friendship Commission Fellowship, 2013-2014; Fulbright IIE Research Fellowship, Japan, 2010-2011; Director of Center for East Asian Studies (2005-2008); Winner, 1998 Hiromi Arisawa Award of the Association of American University Presses for Japan’s Total Empire; Winner, 1998 John K. Fairbank Prize of the American Historical Association for Japan’s Total Empire

Number of theses supervised in past 5 years: 11

JAPAN AFFILIATE

48. JOAN H. FUJIMURA

Professor of Sociology

EAS 25%

Education: B.A. (1975) University of Washington; M.A. (1981) and Ph.D. (1986) University of California, Berkeley

Overseas experience: Japan, Sweden

Language proficiency: Japanese (3), Swedish (3), French (3)

Research and teaching specializations: Social studies of science, technology and medicine; gender and science; race, qualitative research methods; culture; theory; work and organizations.

Recent publications:

- (with RM Rajagopalan, A Nelson) "Race and Science in the Twenty-First Century", In *The Handbook of Science and Technology Studies*, edited by U.Felt, R.Fouche, C.Miller, L.Smith-Doerr. Cambridge: MIT Press, p.349-378, 2016.
- "A different kind of association between socio-histories and health" *British Journal of Sociology* 66(1): 58-67, 2015.
- (with Bolnick, Rajagopalan, Kaufman, Lewontin, Duster, Ossorio and Marks) "Clines Without Classes: How to Make Sense of Human Variation" *Sociological Theory* 32(3): 208-227, 2014.
- (with R. Rajagopalan) "Medicine and Society: Will Personalized Medicine Challenge or Reify Categories of Race and Ethnicity?" *American Medical Association Journal of Ethics*, Volume 14, Number 8: 657-663, 2012.

Distinctions and activities: Outstanding Women of Color Award, UW-Madison (2016); Founding Director, UW Program in Science and Technology Studies; Fellowship, Center for the Advanced Study in the Behavioral Sciences, Stanford University (2014-15); Vilas Life Cycle Professorship Award, UW-Madison (2013-14); David Edge Prize for the best article, awarded by the Society for the Social Study of Science, for "Different Differences," published in *Social Studies of Science*, 41(2011)

Number of theses supervised in past five years: 10

49. MARY N. LAYOUN

Professor of Comparative Literature

EAS 25%

Education: B.A. (1973) University of California, San Diego; M.A. (1979) and Ph.D. (1985) University of California, Berkeley

Overseas experience: Japan, Cyprus, Greece

Language proficiency: Japanese (2) Greek (2) Arabic (2) French (2)

Research and teaching specializations: Comparative modern cultures, literature and politics in Arabic, English, French, Greek and Japanese and their translation; Nationalism and narratives of other communities; Gender, community and citizenship; International comic books and history; Comparative race and ethnicity; Visual culture, narrative and rhetoric

Recent publications:

- *Work in progress:* Worlds of Difference: Graphic Narratives, History, Situated Seeing, and 'Solidarity';
- *Work in progress:* Occupying the National Family: Gender, Sexuality, and Citizenship in Early Occupation Japan and Post-WW II U.S. (1945 - 1947)
- *Travels of a genre: The Modern Novel and Ideology.* Princeton University Press, 2014.
- "Reading Cavafy Writing: The Poetry of Constantine Cavafy and the Question of 'World Literature.'" *Wiley Blackwell Companion to World Literature*, 2017.
- *Theories, Approaches, Uses*, eds. Rita Felski & Susan Friedman Johns Hopkins University Press, 2013.

Distinctions and activities: Outstanding Woman of Color Award, UW-Madison (2008); Modern Language Association executive council (2004-08); Phi Beta Kappa Teaching Award (2006); U.W. Distinguished Teaching Award (1999); U.W. Vilas Research Fellow Award (1998-2000); DOIT Departmental Instructional Technology Award (1998-2000); reader for University of California Press, Princeton University Press, Duke University Press, University of Minnesota Press, Cornell University Press, University of Wisconsin Press, Journal of Asian Studies

Number of theses supervised in past five years: 5

50. YURI MIYAMOTO

Professor of Psychology

EAS: 25%

Education: M.A. (2001) Kyoto University; Ph.D. (2006) University of Michigan

Overseas experience: Japan

Language proficiency: Japanese (3)

Research and teaching specializations: Interplay between cultural contexts and psychological processes; cultural differences in emotion and cognition and their health implications, multilevel influences of culture and social hierarchy on psychological processes, and effects of inter-cultural interactions.

Recent publications:

- (with Yoo, J., Levine, C. S., Park, J., Boylan, J. M., Sims, T., et al.) "Culture and social hierarchy: Self- and other-oriented correlates of socioeconomic status across cultures", *Journal of Personality and Social Psychology*, In press.
- (with Yoo, J., Rigotti, A., & Ryff, C. D.) "Linking positive affect to blood lipids: A cultural perspective", *Psychological Science*, 28, 1468-1477, 2017.
- (with Ma, X., & Wilken, B.) "Cultural variation in pro-positive versus balanced systems of emotions", *Current Opinion in Behavioral Sciences*, 15, 27-32, 2017.
- (with Ma, X., & Petermann, A. G.) "Cultural differences in hedonic emotion regulation after a negative event", *Emotion*, 14, 804-815, 2014.
- (with Boylan, J. M., Coe, C. L., Curhan, K., Levine, C. S., Markus, H. R., et al.) "Negative emotions predict elevated interleukin-6 in the United States but not in Japan", *Brain, Behavior, and Immunity*, 34, 79-85, 2014.
- "Culture and analytic versus holistic cognition: Toward multilevel analyses of cultural influences", *Advances in Experimental Social Psychology*, 47, 131-188, 2013.

Distinctions and activities: Excellent Paper Award by Japanese Psychological Association (2015); Co-organized Cultural Psychology Preconference for the Society for Personality and Social Psychology (2012-2015)

Number of theses supervised in past five years: 5

51. JIWAN PALTA

Professor of Horticulture

EAS 10%

Education: B.S. (1966) and M.S. (1968), Punjab Agricultural University; M.S. (1971) and Ph.D. (1976) University of Minnesota

Overseas experience: India, Japan

Language proficiency: N/A

Research and teaching specializations: Plant science, systematics and breeding, Crop physiology, Postharvest quality, Sustainable production, physiology and molecular biology of environmental stress resistance and cold acclimation in plants, Impact of calcium and nitrogen nutrition on potato tuber quality and yield under heat and drought stress, Natural lipids to control fruit ripening, quality, storability and retardation of senescence

Recent publications:

- (with Ahmed ZFR), "Postharvest dip treatment with a natural lysophospholipid plus soy lecithin extended the shelf life of banana fruit", *Postharvest Biology and Technology*, 113(1):58-65, 2016.
- (with Rak K.), "Influence of mating structure on agronomic performance, chip fry color, and genetic distance among biparental tetraploid families", *American Journal of Potato Research*, 92(4):518-535, 2015.
- (with Fulladolsa AC, Navarro F, Kota R, Severson K, AO Charkowski), "Application of marker assisted selection for potato virus Y resistance in the University of Wisconsin potato breeding program", *American Journal of Potato Research*, 92(3):1-7, 2015.

Distinctions and activities: Leads the UW Food Systems and the Environment in Northern Japan program in partnership with Obihiro University of Agriculture and Veterinary Medicine in Hokkaido, Japan; Three issued patents, Developed six agricultural technologies available for licensing

52. MATTHEW RICHARDSON

Instructor of Musicology

EAS 50%

Education: B.A. (2010) Oberlin College; M.A. (2014) and Ph.D. (2016), Northwestern University

Overseas experience: Japan

Language proficiency: Japanese (3)

Research and teaching specializations: Aesthetics and fan culture in the Japanese pop music, introduction of European music to mid-nineteenth century Japan and representations of Japan in US and European culture

Recent publications:

- "Familiarizing the Foreign: Images of European Instruments in Japanese Yokohama-e Prints, ca. 1860", *American Musicological Society*, 2017.
- "Vulnerable Voices and the Production of Affect in Japanese Idol Pop", *American Musicological Society*, 2014.

Distinctions and activities: pioneering an innovative UW class on Japanese music history "Music in Japan."

53. BEN SINGER

Associate Professor of Film

EAS 50%

Education: B.A. (1985) Harvard University; Ph.D. (1996) New York University

Overseas experience: Japan

Language proficiency: Japanese (3)

Research and teaching specializations: Social and historical issues in American silent cinema, the aesthetics of avant-garde film, and the history of film theory, particularly theory in the first third of the 20th century, classical film theory, avant-garde film, styles and genres.

Recent publications:

- "Triangulating Japanese Film Style", *The Oxford Handbook of Japanese Cinema*, Oxford University Press, 2014.
- "Child of Commerce, Bastard of Art – Early Film Melodrama", *Action and Adventure Cinema*. Yvonne Tasker, ed. Routledge, 2004.
- "Feature Films, Variety Programs, and the Crisis of the Small Exhibitor." *Cinema's Transitional Era: Audiences, Institutions, Practices*, Charles Keil and Shelley Stamp University of California Press, 2004.
- *Melodrama and Modernity: Early Sensational Cinema and its Contexts*. Columbia University Press, 2001.

KOREA CORE

54. PEGGY MYO-YOUNG CHOY

Associate Professor of Dance

EAS 50%

Education: B.A. Reed College, M.A. (1982) University of Michigan, M.S. (1983) UW-Madison, M.F.A. UW-Milwaukee

Overseas experience: Korea, Indonesia

Language proficiency: Korean (3), Indonesian (3)

Research and teaching specializations: Traditional performing arts of Korea; Dance; outreach specialist in East and Southeast Asia; introduction to Asian performance.

Recent publications:

- "Richard Kekuni Blaisdell". In Gary Y. Okihiro (Eds.), *Great Lives from History: Asian Americans and Pacific Islanders*. EBSCO Publishing, 2012.
- "Somewhere Between Ideology, Practice and the Cellular War...the Dolphins Sing: An Improv on the Fake Book of a Revolutionary Artist". *Yellow Power, Yellow Soul: The Radical Art of Fred Ho*. University of Illinois Press, In press.

Distinctions and activities: Directs the Peggy Choy Dance Company since 2010; choreographed for UW-Madison (2013, 2011, 2010), for Kintari Foundation (2012), for 9th International Urban Movement Festival (2012), for Seoul Selection (2011), for The Smithsonian Institution (2010), Yale University (2010); Brittingham Trust Fund Award, UW-Madison (2010); Subvention Award, UW Madison (2010); MultiCultural Council Grant, UW Madison (2010); NEA/Atlantic Center for the Arts Intern Fellowship for choreography; Organized the First Asian Contemporary Performing Arts Festival in Madison, WI (2003).

55. CHARLES KIM

Associate Professor of History

EAS 100%

Education: B.A. Pomona College; M.A. UCLA; Ph.D. Columbia University

Overseas experience: Academy of Korean Studies, Junior Fellow (2011); Fulbright-Hays Doctoral Dissertation Research Abroad grantee (2004-05)

Language proficiency: Korean (3)

Research and teaching specializations: Modern history of Korea, East Asian history

Recent publications:

- *Beyond Death: The Politics of Suicide and Martyrdom in Korea* Co-editor with Jungwon Kim, Hwasook Nam, and Serk-Bae Suh, University of Washington Press, Forthcoming.
- "Introduction," in *Beyond Death: The Politics of Suicide and Martyrdom in Korea*, ed. Charles R. Kim, Jungwon Kim, Hwasook Nam, and Serk-Bae Suh (University of Washington Press, Forthcoming).
- *Youth for Nation: Culture and Protest in Cold War South Korea*, University of Hawai'i Press, 2017.
- "Paek Namun," in *Imperatives of Culture: Selected Essays on Korean History, Literature, and Society from the Japanese Colonial Era*, ed. Christopher P. Hanscom, Walter K. Lew, and Youngju Ryu, University of Hawai'i Press, 104-131, 2013.

Distinctions and activities: Core Fulbright U.S. Scholar Program Award, 2018; Karen F. Johnson Award for Undergraduate Teaching in History, 2017; Association for Asian Studies Northeast Asia Council Korean Studies Grant, 2015

Number of theses supervised in past five years: 4

56. BYUNG-JIN LIM

Associate Professor of Asian Languages and Cultures

EAS 100%

Education: M.A. (1996) Korea University, M.A. (1999) and Ph.D. (2003) Indiana University

Overseas experience: Korea

Language proficiency: Korean (3)

Research and teaching specializations: Korean Language and Linguistics, Second/Foreign Language Acquisition, Computer-Mediated Communication, Korean Language Textbook Development

Recent publications:

- (with Jieun Kim & Ji-Hye Kim) *My Korean: Step 1 & 2*, Routledge, Under advance contract.
- (with Lee, H.J.) "Interdisciplinary Learning and Linguistic Development" in *ICT-based Collaborative Video-conferencing*, Under review.
- (with Pyun, O. D.) Korean Foreign Language Learning: Videoconferencing with Native Speakers. In C. Wang & L. Winstead (Eds.), *Handbook of Research on Foreign Language Education in the Digital Age* (pp. 253-276). Hershey, PA: IGI Global, 2016.
- *Perceiving Syllables and Contrasts: Second Language Learning Perspectives*, Korea University Press, 2015.

- (with Lee, H.J.) Videoconferencing for Korean language education: Synchronous online interactions between learners of Korean and English beyond the classroom, *Journal of Korean Language Education* 26: 1-28, 2015.
- Korean language education with one-on-one desktop videoconferencing, *Journal of Korean-American Education* 28: 16-21, 2011.

Distinctions and activities: Coordinator of all Korean language courses, developing intercultural communicative competence through Internet-based videoconferencing, Grants awarded from the NSA for the Korean Language and Culture Academy at UW-Madison

Number of theses supervised in past five years: 5

57. JOHN OHNESORGE

George Young Bascom Professor of Law

EAS 50%

Education: B.A. (1985) St. Olaf College; J.D. (1989) University of Minnesota; LL.M. (1995), J.D. (2002) Harvard

Overseas experience: China, South Korea

Language proficiency: Chinese (3) German (2) Korean (1)

Research and teaching specializations: East Asian legal system development; administrative and corporate law; law and economic development; comparative law; history of legal thought; international economic law

Recent publications:

- "Corporate Lawyers as an Infant Industry? Legal Market Access and Development Policy" in *Critical Legal Perspectives on Global Governance*. Hart Publishing, 2014.
- "Law and Development Orthodoxies and the Northeast Asian Experience" in *Law and Development in Asia 9*, Gerald Paul McAlinn and Caslav Pejovic, eds., 2012.
- "Administrative Law in East Asia: a Comparative-Historical Analysis" in *Comparative Administrative Law*, Susan Rose-Ackerman and Peter L. Lindseth, eds., 2010.

Distinctions and activities: Current Director of the Law School's East Asian Legal Studies Center, Teaches a seminar on Chinese law; Former Chair of the Wisconsin China Initiative (2008-2012); co-principal investigator of *Research Collaborative: Remaking the Developmental State, Center on World Affairs and the Global Economy*, University of Wisconsin (2008-2011); co-principal investigator of Department of State-funded program in *U.S. Administrative Law and Regulatory Practices* (2008); Visiting Research Scholar, Nagoya University Law Faculty, Nagoya, Japan (2005); Yong K. Kim '95 Memorial Prize, Harvard Law School, 2002.

58. JUNG-HYE SHIN

Associate Professor of Design Studies

EAS 100%

Education: B.F.A. (1996) Seoul National University; M.Sc. (2001) Cornell University; Ph.D. (2007) University of Wisconsin-Milwaukee

Overseas experience: South Korea

Language proficiency: Korean (3)

Research and teaching specializations: Environmental design, spatial evaluation of community buildings, cultural and residential environment, design fundamentals

Recent publications:

- "Reconstructing Korean traditional houses: Architectural discourse on tradition, identity, and quality of life in contemporary Korea", *International Journal of Constructed Environment*, 4(2), p.53-72, 2014.
- "Living independently as an ethnic minority elder: A relational perspective on the issues of aging and ethnic minorities", *American Journal of Community Psychology*. 53 (3-4), p.433-446, 2014.
- "The residential choices of ethnic elders in affordable housing: Changing intergenerational relationships and the pursuit of residential independence", *Journal of Housing for the Elderly*, 28, p. 221-242, 2014.
- "Making Home in the Age of Globalization: Spatial Analysis of elderly homes in Korea and in the U.S.", *Journal of Environmental Psychology*. 37(1) p.80-93, 2014.

- “Gendering Places: Residential Technology and Changing Gender Relations in Korea”, *Gender, Place, and Culture*, 20 (3) 382-400, 2013.

Distinctions and activities: OneSoHE21 Mid-Career Faculty Award, School of Human Ecology, University of Wisconsin-Madison 2017; A finalist to IDEC Award of Excellence-Best Research Presentation, Interior Design Educators Council Conference, 2014; IDEC Award of Excellence-Best Research Presentation, Interior Design Educators Council Conference, 2013; Graduate School Dissertation Fellowship, University of Wisconsin-Milwaukee, Fall 2006~Spring 2007; Chancellor's Graduate Student Awards (CGSA), University of Wisconsin-Milwaukee, Fall 2005; College of Human Ecology Graduate Student Research Awards, Cornell University, Spring 2000; Achievement Scholarships, Seoul National University, from Spring 1992 through Fall 1995.

Number of theses supervised in past five years: 6

KOREA AFFILIATE

59. DAVID FIELDS

Deputy Director for Digital Projects, Center for the Study of the American Constitution, UW-Madison **EAS: 10%**

Education: BA (2005) Trinity International University; MA (2009) University of Wisconsin – Madison; PhD (2017) University of Wisconsin – Madison

Overseas experience: South Korea

Language proficiency: Korean (3)

Research and teaching specializations: American exceptionalism, U.S. Foreign relations with East Asia, Modern Korean History, Korean War

Recent publications:

- *Foreign Friends: Syngman Rhee, American Exceptionalism, and the Division of Korea*. University of Kentucky Press, 2019.
- “Syngman Rhee: Socialist” *Cold War International History Project Working Paper 82*, June 2017.
- “Syngman Rhee: Socialist.” *Transactions of the Royal Asiatic Society–Korea Branch* 97: 93–108, 2017.
- John P. Kaminski et al., eds., *The Documentary History of the Ratification of the Constitution*, vols. XI–XII, XXV–XIX. Madison, Wis.: Wisconsin Historical Society Press, 2012–2017.
- “The Rabbi, the Lawyer, and the Prophet: American Exceptionalism and the Question of Korean Independence, 1919–22.” *Journal of American-East Asian Relations* 22, no. 4: 291–314, 2015.
- “Collapsist Narratives and State Strength: Reading *the Interview* through Han Sorya’s *Jackals*.” *Sino-NK*, 18 February 2015.
- David P. Fields et al., eds., *The Diary of Syngman Rhee, 1904–34 & 1944*. Seoul: Museum of Modern Korean History Press, 2015.
- “True Believers: Conversations with North Koreans.” *North Korean Review* 10, no.1: 89–102, 2014.

Distinctions and activities: 2017-18 Fulbright Scholar at Yonsei University; book review editor of the *Journal of American-East Asian Relations*.

60. EUNSOOK JUNG

Faculty Associate of Political Science

EAS 25%

Education: B.A. Catholic University of Korea, M.A. Seoul National University, M.A. and Ph.D. University of Wisconsin-Madison

Overseas experience: South Korea

Language proficiency: Korean (3)

Research and teaching specializations: Religion and Politics, Political Islam, Social Movements, East Asian Politics, Southeast Asian Politics, Indonesian Politics

Recent publications:

- “A Survey of Students’ Perceptions Toward Peer Evaluation in the Team Project-based ACT course” *Korean Association For Learner-Centered Curriculum And Instruction*, v18 n1: 771-794, 2017.

- "Islam and Politics in Contemporary Southeast Asia," in Alice D. Ba and Mark Beeson, eds. *Contemporary Southeast Asia: The Politics of Change, Contestation and Adaptation*, London: Palgrave, pp.131-145, 2017.
- "Campaigning for All Indonesians: The Politics of Healthcare in Indonesia." *Contemporary Southeast Asia: A Journal of International and Strategic Affairs*, v38 n3: 476-494, 2016.
- A Book Review of Jesong Jeon and Yuwanto, Korea in Indonesia, Indonesia in Korea – Cultural Exchange Through Investment and Migration. *Kyoto Review of Southeast Asia*. Issue 15, March 2014.
- "Christian Fundamentalism and Political Engagement in South Korea." Manuscript Under Review.

Distinctions and activities: Faculty-Student Research Collaboration Grant, University of Wisconsin-Eau Claire 2014, 2015; International Fellows Program Grant, University of Wisconsin-Eau Claire. Spring 2014; Steering Committee for the Center for Southeast Asian Studies; administers the Wisconsin in Washington DC internship Program; program coordinator for the International Politics and Practice Capstone Certificate (IPCC); a primary resource person for the Political Science Visiting International Student Program (VISP).

61. CHAEYOON LIM

Vilas Associate Professor of Sociology

EAS: 25%

Education: B.A. (1996) and M.A. (1998) Seoul National University; Ph.D. (2007) Harvard University

Overseas experience: South Korea

Language proficiency: Korean (3)

Research and teaching specializations: public opinion, and contentious politics; religion, time use, and emotional well-being; dynamics of religious identification and behavior; formal education and civic engagement in South Korea; civic health during economic hard times

Recent publications:

- "Korean American Catholics in the Changing American Religious Landscape: A Statistical Portrait," In *Embracing our Inheritance: Jubilee Reflections on Korean American Catholics*. Kim, S. (editor), 2016.
- "Urbanization and Social Participation in Local Communities in South Korea: 1970 – 2012" In *Archeology of the Compressed Development: Social Changes in South Korea through the Lens of Social Surveys 1965 – 2015*. Chang, D et al. (editors). Seoul: Hanul Academy (in Korean), 2015.
- "Religion and Subjective Well-being across Religious Traditions: Evidence from 1.3 Million Americans." *Journal for the Scientific Study of Religion* 54: 684-701, 2015.

Distinctions and activities: Associate Chair of Department of Sociology (2016-present), Elected President of the Association of Korean Sociologists in America (2017-2018); General Administrator of the Association of Korean Sociologists in America (2014-2016); Vilas Associate Award (2016); Distinguished Article Award of the Society for the Scientific Study of Religion (2013); Best Article Award of the American Sociological Association section on altruism, morality and social solidarity (2013); Referee, Korean Journal of Sociology

Number of theses supervised in past five years: 3

62. JAE PARK

Professor of Civil and Environmental Engineering

EAS 10%

Education: B.S.E. (1977) Yonsei University; M.E. (1979) Seoul National University; Ph.D. (1985) University of Newcastle-upon-Tyne

Overseas experience: South Korea

Language proficiency: Korean (3)

Research and teaching specializations: biological treatment of toxic compounds in the environment and waste treatment processes, biological phosphorus removal mechanism

Recent publications:

- (with J. Gable, Joshua & Yoshida, Hiroko) "Technical, Environmental, and Economic Assessment of Sludge Thickening Processes: A Comparison of Conventional Thickening and Energy-Efficient Centrifugal Thickening Technologies", *Proceedings of the Water Environment Federation*, 1-17, 2014.

- (with Lim, B.J. & Park, J.H. & Jung, Jae-Woon & Hwang, K.S. & Son, M.S. & Lim, C.H. & Na, J.E. & Kim, S.G. & Chai, H.M. & Seo, K.A. & Han, J.H. & Park, S.S.) "Application of barley straw to dammed river for algal control", *Desalination and Water Treatment*, 54: 1-9, 2014.
- (with Cho, Sohyun & Lim, Byungjin & Jung, Jaewoon & Kim, Sangdon & Chae, Hyunmi & Park, Jonghwan & Park, Seoksoon) "Factors affecting algal blooms in a man-made lake and prediction using an artificial neural network", *Measurement*, 53: 224–233, 2014.
- (with Y Chin, Johnnie & Asavanich, Pitch & Moon, Kyong-Whan) "Development of reactive artificial liner using recycled materials. 2. Chemical transport properties", *Waste management & research : the journal of the International Solid Wastes and Public Cleansing Association*, ISWA, 2013.

Distinctions and activities: Hosts regular summer cohort of college students from China studying environmental engineering. Expertise on algal blooms in South Korea; Principal Academic Contributor for Four Major Rivers Restoration Project in South Korea (2007-12); Recipient of South Korea's Order of Service Merit (2012); frequent speaker at Korean institutions.

TIBET

63. JAMPA KHEDUP

Senior Lecturer in Asian Languages and Cultures

EAS 100%

Education: B.A. (1988), M.A. (1990), and PhD (1997) Sera Jey Monastic University

Overseas experience: China

Language proficiency: Tibetan (3), Kannada (2), Spanish (3), Hindi (2)

Research and teaching specializations: Tibetan language instruction

Recent publications:

- *Communicative Modern Tibetan*

Distinctions and activities: Secretary of the Wisconsin Tibetan Association (WTA); Tibetan instructor at WTA's Tibetan Language and Culture School; Tibetan instructor for UW Madison's South Asia Summer Language Institute (SASLI); active member of the North American Tibetan Language Program; presentations and lessons on chanting and meditation for church groups, and high school and elementary school students; developed instructional books for three semesters; Tibetan Language and Culture presentation for World Languages Day at UW-Madison Language Institute (2006- 2012).

REGIONAL CORE

64. NAM C. KIM

Associate Professor of Anthropology

EAS: 50%

Education: B.A. (1996) University of Pennsylvania; ; M.A. (1998) New York University; PhD (2010) University of Illinois at Chicago

Overseas experience: China, Vietnam

Language proficiency: French (1), Korean (1), Vietnamese (2)

Research and teaching specializations: Archaeology of East and Southeast Asia, Sociopolitical Complexity, State Formation, Exchange Networks, Leadership Strategies, Formation of Ancient Cities, Anthropology of Warfare.

Recent publications:

- (with Marc Kissel. *Emergent Warfare in Our Evolutionary Past*. Routledge, New York, 2018.
- "History and Practice of Archaeology in Vietnam", In *Handbook of East and Southeast Asian Archaeology*, edited by Junko Habu, Peter Lape, John Olsen, and Jing Zhichun. Springer, New York, 2017.
- "Coercive Power and State Formation in Northern Vietnam", In *Feast, Famine or Fighting? Multiple Pathways to Social Complexity*, edited by Richard Chacon and Ruben Mendoza, pp. 165-196. Springer, New York, 2017.

- *The Origins of Ancient Vietnam*. Oxford University Press, Oxford, 2015.
- “Ancient State Formation at the Southern Edge of Sinitic Civilization”, *Imperial China and Its Southern Neighbours*, edited by Victor H. Mair and Liam C. Kelley, pp. 43-79. Institute of Southeast Asian Studies (ISEAS), Singapore, 2015.
- “Cultural Landscapes of War and Political Regeneration”, *Asian Perspectives* 52(2), pp. 244-267, 2013.
- “Lasting monuments and durable institutions: Labor, urbanism, and statehood in northern Vietnam and beyond”, *Journal of Archaeological Research* 21(3), pp. 217-267, 2013.

Distinctions and activities: Teaches seminar on “Ancient States and Empires of East and Southeast Asia”; Ongoing archaeological investigations at the Co Loa site in Vietnam; Editorial Board Member for *Khao Co Hoc* (national archaeology journal of Vietnam); Career Enhancement Fellowship, Woodrow Wilson National Fellowship Foundation (2014-15); Honored Instructor Award, University of Wisconsin-Madison, University Housing (Fall 2013); Search Committee Member for faculty hire for the Department of Asian Languages and Cultures (2016-17); Review Committee Member for International Research and Training Grants (2015-present); Faculty Minority Liaison, Department of Anthropology (2013-2016)

Number of theses supervised in past five years: 2

65. VIREN MURTHY

Associate Professor of History

EAS 100%

Education: B.A. Lake Forest College; M.A. (1992) University of Hawaii at Manoa; Ph.D. (2007) University of Chicago

Overseas experience: China, India, Japan, France

Language Proficiency: Chinese (3), Japanese (3)

Research and teaching specializations: East Asian civilization, pan-Asianism, popular culture in Asia, Japanese history, intellectual history of China and Japan, postcolonialism, Marxism

Recent publications:

- *Confronting Capital and Empire: Rethinking Kyoto School Philosophy* (Eds: Schäfer, Ward & Murthy) Brill, 2017.
- *East-Asian Marxisms and Their Trajectories*. (Eds: Liu & Murthy) Routledge Taylor & Francis Group, 2017.
- *A Companion to Global Historical Thought*. (Eds: Sartori, Duara & Murthy) Wiley, 2014.
- *The Challenge of Linear Time: Nationhood and the Politics of History in East Asia* (Eds: Murthy & Schneider), Leiden: Brill, 2013, 2014.
- “Transfiguring Modern Temporality: Zhang Taiyan’s Critique of Evolutionary History,” in *Modern China*, September, 2012.

Distinctions and activities: Berggruen Fellow at NYU and Tsinghua University (Beijing) 2016-2018, IEA-Nantes Fellow (2016); Social Science and Humanities Research Council, Canada (\$34,000) (2010—2013); SEED Funding, University of Ottawa, Faculty of Arts (\$10, 000) (2008-09)

Number of theses supervised in past five years: 6

REGIONAL AFFILIATE

66. BERNADETTE BAKER

Professor of Curriculum and Instruction

EAS 10%

Education: Ph.D. (1997) University of Wisconsin - Madison

Overseas experience: China, Finland, Denmark, Australia

Language Proficiency: Chinese (3)

Research and teaching specializations: transnational curriculum inquiry, international studies in curriculum, multicultural education, global studies

Recent publications:

- “To Show Is to Know? The Conceptualization of Evidence and Discourses of Vision in Social Science and Education Research” *Curriculum Inquiry*, v47 n2 p151-174 2017
- *William James, sciences of mind, and anti-imperial discourse* Cambridge : Cambridge University Press, 2015
- Technologies of self and the cultivation of virtues. Hattam R, Baker B. *Journal of Philosophy Of Education*. 2015 May 20, 49(2): 255-273

Distinctions and activities: Frequent contributor to *Newsmonth*; Visiting Professor of Globalisation Studies at Zhejiang University, China (2012); Outstanding Book Award from the American Educational Research Association’s Curriculum Studies division for her 2012 monograph *William James, Sciences of Mind, and Anti-imperial Discourse* (Cambridge University Press) and her prior *In Perpetual Motion: Theories of Power, Educational History, and the Child* (Peter Lang).

67. GUDRUN BUHNEMANN

Professor of Asian Languages and Cultures

EAS 10%

Education: Ph.D. (1980) University of Vienna

Overseas experience: Japan, India

Language proficiency: German (3), French (2), English (3), Latin (2), Sanskrit (3)

Research and teaching specializations: Sanskrit language and literature; Buddhism in India and Nepal; Hinduism; Tantrism and Yoga Studies

Recent publications:

- *The Iconography of Hindu Tantric Deities*. 2 Volumes (Bound in one). Revised edition. New Delhi: Aditya Prakashan/Biblia Impex, pp. 808, 2016.
- *Śākyamuni's Return Journey to Lumbinī (lumbinīyātrā): A Study of a Popular Theme in Newar Buddhist Art and Literature*. Lumbini: Lumbini International Research Institute, pp. 108, 2015.
- *The Life of the Buddha: Buddhist and Śaiva Iconography and Visual Narratives in Artists' Sketchbooks from Nepal*. With Transliterations and Translations from the Newari by Kashinath Tamot. Lumbini: Lumbini International Research Institute, pp. 204, 2012.
- *Eighty-four Āsanas in Yoga. A Survey of Traditions* (with Illustrations). New Delhi: D.K. Printworld, 2007
 ◦ Korean translation by Dr. Young-Gil Park: *Yogaui 84gaji chewibeop jeontong*. Seoul: Yoerai, 2011

Distinctions and activities: College of Letters and Science Chair Research Fellowship, UW-Madison (2014); Fellowship, Institute for Research in the Humanities, University of Wisconsin-Madison (2006); Vilas Associate Award, University of Wisconsin (2000–2002); Research Assistance Grant, American Academy of Religion (1998, 2005); Faculty Development Grant, University of Wisconsin (2000); Contemplative Practice Grant (for course development); American Council of Learned Societies (2000); Fellowship, Asian Cultural Council (1999, 2003)

Number of theses supervised in past five years: 2

68. MENZIE CHINN

Professor of Public Affairs and Economics

EAS 25%

Education: B.A. (1984) Harvard University; M.A. (1988), Ph.D. (1991) University of California at Berkeley

Research and teaching specializations: empirical and policy aspects of macroeconomic interactions between countries, international finance with expertise in East Asia

Recent publications:

- “Balance Sheet Effects on Monetary and Financial Spillovers: The East Asian Crisis Plus 20,” *Journal of International Money and Finance*, 74: 258-282, 2017.
- “Monetary Policy Spillovers and the Trilemma in the New Normal: Periphery Country Sensitivity to Core Country Conditions,” *Journal of International Money and Finance* 68: 298–330, 2016.

- (with Yin-Wong Cheung and Xingwang Qian) "China-US Trade Flow Behavior: The Implications of Alternative Exchange Rate Measures and Trade Classifications," *Review of World Economics/Wirtschaftliches Archiv*, 1-25, 2015.
- "The Predictive Power of the Yield Curve across Countries and Time," *International Finance*, 1- 28, 2015.
- "Emerging Market Economies and the Next Reserve Currencies," *Open Economies Review* 26(1): 155-174, 2015.
- (with Joshua Aizenman and Hiro Ito) "The "Impossible Trinity" Hypothesis in an Era of Global Imbalances: Measurement and Testing," *Review of International Economics* 21(3): 447-458, 2013

Distinctions and activities: Research Associate in the International Finance and Macroeconomics Program of the National Bureau of Economic Research; recipient of 2015 Leon D. Epstein Distinguished Faculty Research Award; visiting scholar at the International Monetary Fund, the Congressional Budget Office, the Federal Reserve Board, the European Central Bank and the Banque de France; coeditor of the Journal of International Money and Finance, and an associate editor of the Journal of Money, Credit and Banking; co-author of Econbrowser, a weblog devoted to current macroeconomic issues, and a contributor to EconoFact.

69. MAGGIE HAWKINS

Professor of Curriculum & Instruction

EAS 10%

Education: Ed.D. (1997) University of Massachusetts at Amherst

Overseas experience: China

Research and teaching specializations: languages and literacies in and out of school; classroom ecologies; language teacher education; global digital partnerships for youth; responses of communities to new immigrant and refugee populations.

Recent publications:

- "Transmodalities and Transnational Encounters: Fostering Critical Cosmopolitan Relations", *Applied Linguistics*, Volume 39, Issue 1, Pages 55–77, 2018.
- "Ontologies of Place, Creative Meaning Making and Cosmopolitan Education", *Curriculum Inquiry*. 44(1), 90 – 113, 2014.
- "Framing Languages and Literacies: Socially Situated Views and Perspectives", *Framing Languages and Literacies: Socially Situated Views and Perspectives*. Routledge Press, 2013.

Distinctions and activities: Leads UW Comparative Education in China biennial study abroad program in Shaanxi Normal University; Director of ESL & Bilingual Programs in the Department; member of the Steering Committee of the Interdisciplinary Ph.D. Program in Second Language Acquisition (in L&S); chairs the School of Education Global Education Committee, works with institutions in Asia, Africa, Central and South America; founding coordinator of Global StoryBridges program; Global Citizen of the Year, United Nations Association of Dane County (2017); Program director, Department of Curriculum and Instruction's International Research Fellows Program.

70. MARK J. KENOYER

George F. Dales Jr. and Barbara A. Dales Professor of Anthropology

EAS 10%

Education: Ph.D. (1983) University of California, Berkeley; M.A. (1977) University of California, Berkeley; B.A. (1974) University of California, Berkeley

Overseas experience: China, Taiwan, Japan, Korea, India, Pakistan, Bangladesh, Afghanistan, Oman

Language proficiency: N/A

Research and teaching specializations: Origins of Technology, Craft Specialization, Ancient Trade, Early Urbanism (Near East to China), Power and Social Relations, Warfare, Ethnoarchaeology, Experimental Archaeology, Asian Martial Arts - Kendo.

Recent publications:

- (with Lauren Glover) “Overlooked Imports: Carnelian Beads in the Korean Peninsula”, *Asian Perspectives*, 2018 - In Review.
- (with Yue, Zhanwei, Zhichun Jing, Hongbin Yue, J.B. Stoltman) “The sources and processing of raw materials for making ceramic molds, models, and cores at YinXu”, *Cultural Heritage from the South* (4): 152-159. (In Chinese), 2015.
- (with Yue, Zhanwei, Zhichun Jing, Hongbin Yue, J.B. Stoltman) “Experimental archaeology of the manufacture and firing of the graywares unearthed at YinXu”, *Cultural Heritage from the South* (3): 100-109. (In Chinese), 2014.
- (with Yimin Yang, Lihua Wang, Shuya Wei, Guoding Song, Tiquiao Xiao, Jian Zhu, and Changsui Wang) “Nondestructive Analysis of Dragonfly Eye Beads from the Warring States Period”, Excavated from a Chu Tomb at the Shenmingpu Site, Henan Province, China. *Microscopy and Microanalysis*, April, Vol. 19(2): 335-343., 2013.

Distinctions and activities: Recipient of UW-Madison’s Hilldale Award (2018); Visiting Professor of Senior International Scientists, Chinese Academy of Sciences (2013, 2015); Research on Jade Beads and drilling technology with Academia Sinica, Taiwan (2013); Research on Chinese Ceramic and Bronze Technology in Anyang, China, with Univ. of British Columbia (2013); 2011 Elected Member, American Academy of Arts and Sciences; 2011 Letters and Science, Undergraduate Advising Award, UW Madison; 2009-10 Virginia Horne Henry Fund Award - Women in Japanese Martial Arts

Number of theses supervised in past five years: 21

71. ANTONIO MELLO

Frank Graner Professor of Finance

EAS 10%

Education: B.Sc. Technical University of Lisbon; MBA, M.A. Columbia University; Ph.D. London Business School, University of London

Overseas experience: China, UK, Portugal, Spain

Language proficiency: N/A

Research and teaching specializations: corporate finance (risk management, capital structure, and security design), capital markets (arbitrage, manipulation, and crashes), international trade and finance.

Recent publications:

- (with Liu, X) “The Creditor Channel of Liquidity Crises”, *Journal of Money, Credit and Banking* (49), 1113-1160, 2017.
- (with Giambona, E. & Riddiough, T) “Real Assets, Collateral, and the Limits of Debt Capacity”, *Real Estate Economics*, 2017.
- (with Huh, S. & Lin, H.) “Options Market Makers’ Hedging and Informed Trading: Theory and Evidence”, *Journal of Financial Markets* (23), 26-58, 2015.
- (with Parsons, J.) “Margins. Liquidity, and the Cost of Hedging”, *Journal of Applied Corporate Finance* (25), 34-43, 2013.

Distinctions and activities: Academic Director of the Nicholas Center for Corporate Finance and Investment Banking; founder, BondLoop (2015-present); previously taught at Shanghai Advanced Institute of Finance, former visiting scholar at the European Central Bank, the Federal Reserve Bank of Chicago, and Banco de España; held director positions at RiverRock Investors, Jefferies and Millennium-BCP, Finpro, and was the lead economist at the Central Bank of Portugal.

72. ADAM NELSON

Professor of Educational Policy Studies and History

EAS 10%

Education: Ph.D. Brown University

Overseas experience: China

Language proficiency: N/A

Research and teaching specializations: history of higher education in the United States and East Asia, the history of radical and experimental education, and the history of federal policy in U.S. education; internationalization of higher education.

Recent publications:

- (with Nicholas M. Strohl, Eds) *Universities 2030: Learning from the Past to Anticipate the Future* A commissioned report prepared for the Global Higher Education and Research (GHEAR) project, Worldwide Universities Network, 2014.
- "Citizens or Cosmopolitans? Nationalism, Internationalism, and Academic Identity in the Early American Republic", *Asia-Pacific Education Review*.14 (1), 93-101, 2013.
- (with Wei, I.P. Eds) *The Global University: Past, Present, and Future Perspectives*, Palgrave Macmillan, 2012.

Distinctions and activities: Instructor, Education Leaders Program at Beijing Normal University (2018); Current president of History of Education Society; co-directs the "Ideas and Universities" project of the Worldwide Universities Network; interviewed by Wisconsin Public Radio about equal education opportunity (2012); Currently writing a book titled *Empire of Knowledge: Nationalism, Internationalism, and American Scholarship, 1780-1830*; research funded by grants from the National Endowment for the Humanities, the National Academy of Education/Spencer Postdoctoral Fellowship Program, the Charles Warren Center for Studies in American History at Harvard, the Advanced Studies Fellowship Program at Brown, and the Vilas Associate Program at the UW-Madison.

73. KRISTOPHER OLDS

Professor of Geography

EAS 25%

Education: B.A. (1985), M.A. (1988) University of British Columbia; Ph.D. (1996) University of Bristol

Overseas experience: China, Japan, South Korea, Philippines, Thailand, Indonesia, Malaysia, Singapore

Language proficiency: French (2)

Research and teaching specializations: Urban Planning, Forced Evictions, Economic Geography, Cultural Geography, Global Cities, Pacific Rim, Globalization of Higher Education, social impacts of mega events.

Recent publications:

- (with Robertson, Dale and Dang) *Global regionalisms and higher education: projects, processes, politics* Cheltenham, UK: Edward Elgar Publishing, 2016.
- "The consequences of globalization," in *Compendium of Economic Geography*, London: Sage, 2005.
- "Globalization, transnationalism and the Asia-Pacific" with N. Coe and P. Kelly in J. Peck and H. Yeung (eds.) *Remaking the Global Economy*, London: Sage, 2003.

Distinctions and Activities: Developing a MOOC on globalizing higher education; Chairperson of the Department of Geography; editor of *GlobalHigherEd* weblog (2007-present); editor for *Geography Compass*; editorial board member of *GeoJournal*, *Professional Geographer*, and *Urban Policy and Research*; contributor to Organization for Economic Cooperation and Development (OECD) and European University Association (EUA) policy-making initiatives; advisor for Centre on Housing Rights and Evictions 2007 report.

74. THOMAS POPKEWITZ

Professor of Curriculum and Instruction

EAS 25%

Education: Ed.D. (1970) New York University

Overseas experience: China, Sweden, Finland, Russia

Language proficiency: N/A

Research and teaching specializations: Curriculum History and Studies Cultural Sociology of School Reform/Change, Professionalization/Teacher education, Cultural History of the Education Sciences

Recent publications:

- (with Diaz, J. and Kirchgasser, C. Eds.) *A Political Sociology of Educational Knowledge Studies of Exclusions and Difference*, pp. 3-22. New York: Routledge, 2017.

- (with Diaz, J., & Kirchgasler, C. Eds.) "Curriculum studies and historicizing the present: The political and impracticality of practical knowledge", Special Issue: *Knowledge Cultures*, 4(2), 2016, April.
- (with Martins, C.) "Critical, cultural, and historical themes on arts education", Special Issue: *Sisyphus – Journal of Education*, 2015.
- Popkewitz, T. (Ed.). (2014). The "reason" of schooling: Historicizing curriculum studies, pedagogy, and teacher education. New York: Routledge
- (with Petersson, K., Olsson, & Krejsler, J. B. Guest Eds.) "Governmentality: Governing in curriculum and making kinds of people", Special Issue: *European Education* 45(3/4), 2014.
- *Rethinking the history of education: An intercontinental perspective on the questions, methods, and knowledge of schools* (ed), New York: Palgrave MacMillan, 2013.

Distinctions and activities: 10 books translated and published by Beijing Academic Press (2017); Distinguished Visiting Professor, Guangzhou University (2017); Distinguished Oversea Professor, East China Normal University (2014-16); Tao Xingzhi Distinguished Professor, Nanjing Normal University (2013); Honorary Professor of Education at Beijing Normal University (2012 - present); Center for Thomas Popkewitz Studies established in Beijing Normal University (2015); 6 honorary doctorates awarded by Umeå University; University of Lisboa; Katholieke Universiteit, University of Helsinki and University of Granada for contributions to educational sciences; elected as a Senior International Academician in the Russian Academy of Education; Fellow in the American Education Research Association (2014); recipient of American Educational Research Association Lifetime Achievement Award (2008) Teachers College, Columbia University

Number of theses supervised in past five years: 20

75. KENNETH WEST

John D. MacArthur and Ragnar Frisch Professor of Economics

EAS 10%

Education: B.A. (1973) Wesleyan University; PhD (1983) Massachusetts Institute of Technology

Overseas experience: Japan

Language proficiency: N/A

Research and teaching specializations: Economic Measurement, Macroeconomics, Econometrics

Recent publications:

- "Hansen and Sargent's 'Recursive Models of Dynamic Linear Economies': A Review Essay," *Journal of Economic Literature* 55(1), 173–181, 2017.
- (with James D. Hamilton, Ethan S. Harris and Jan Hatzius), "The Equilibrium Real Funds Rate: Past, Present and Future," *IMF Economic Review* 64, 660–707, 2016.
- (with Pablo M. Pincheira), "A Comparison of Some Out-of-Sample Tests of Predictability in Iterated Multi-Step-Ahead Forecasts," *Research in Economics* 70, 304-319, 2016.
- (with Zifeng Zhao), "Regressor and Disturbance Have Moments of All Orders, Least Squares Estimator Has None," *Statistics and Probability Letters* 115 (2016), 54-59, 2016.
- (with Charles Engel and Nelson C. Mark), "Factor Model Forecasts of Exchange Rates," *Econometric Reviews* 34(1-2), 32-55, 2015.
- (with Ka-Fu Wong), "A Factor Model for Co-movements of Commodity Prices," *Journal of International Money and Finance* 42, 289-309, 2014.

Distinctions and activities: Founding Fellow, International Association for Applied Econometrics, 2018; Visiting Scholar at the Federal Reserve Bank of St. Louis (2017) and New York (2017); Research Fellow at the European Central Bank (2016); Wim Duisenberg Research Fellowship, European Central Bank (2016); Japan Foundation Abe Fellow (1995); Advisory Editor for Macroeconomics and Monetary Economics, *Oxford Research Encyclopedia of Economics and Finance* (since 2016); Member, Nakahara Prize Committee (2015); Editor for *Contemporary Economic Policy* (since 2000); Advisory Editor for *Pacific Economic Review* (since 2008); Co-organizer, International Seminar on Macroeconomics (2002-present).

CEAS STAFF

76. LAURIE DENNIS

Assistant Director, Center for East Asia Studies

EAS 50%

Education: B.A. (1983) University of Wisconsin-Madison; M.A. (1996) University of Minnesota

Overseas experience: China

Distinction and activities:

- Assistant Director, Center for East Asian Studies, September 2015 until present. Facilitates campus events related to East Asian, including publicity to campus; managed internal campus grant to improve integration of Chinese international students into campus community.
- First staff person hired for the Wisconsin China Initiative, November 2010 until present. Coordinated numerous delegations to China and reception of delegations from major Chinese universities; established key alumni lists for Beijing, Shanghai, Taiwan and Hong Kong; organized numerous campus events and programs connected to China.
- Worked as a journalist in Beijing, Minnesota and North Carolina, winning regional and national awards for feature and opinion writing.

4. Appendix B – CEAS Course Offerings & Enrollments, 2016-19

1. Language Courses
 - a. Chinese Language
 - b. Japanese Language
 - c. Korean Language
 - d. Tibetan Language
 - e. Engineering Professional Development's Technical Japanese
2. Area Studies Courses
 - a. Department of Agriculture and Applied Economics
 - b. Department of Anthropology
 - c. Department of Art History
 - d. Department of Asian Languages and Cultures
 - e. Department of Civil and Environmental Engineering
 - f. Department of Communication Arts
 - g. Department of Comparative Literature
 - h. Department of Curriculum and Instruction
 - i. Department of Dance
 - j. Department of East Asian Languages and Literature (new name: Asian Languages and Cultures)
 - k. Department of Economics
 - l. Department of Education Leadership and Policy Analysis
 - m. Department of Geography
 - n. Department of German
 - o. Department of History
 - p. Department of International Business
 - q. Department of International Studies
 - r. Law School
 - s. Department of Music
 - t. Department of Political Science
 - u. Department of Psychology
 - v. Department of Sociology
 - w. Department of Theatre and Drama

LANGUAGE COURSES

#	Course Title	Instructor	Cr		Enrollments				
					2016-17		2017-18		2018-19
					Undr	Grad	Undr	Grad	Offered?
Chinese Language Courses									
101	First Semester Chinese	Hongming Zhang	6	Fall	61	2	54	2	Yes
102	Second Semester Chinese	Hongming Zhang	6	Spring	37	1	44	1	Yes
121	Elementary Chinese I	Graduate Students	3	Spring	39	2	32	6	Yes
122	Elementary Chinese II	Graduate Students	3	Fall	13	1	21	1	Yes
201	Third Semester Chinese	Weihua Zhu	6	Fall	45	0	31	0	Yes
202	Fourth Semester Chinese	Weihua Zhu	6	Spring	36	0	30	0	Yes
301	Fifth Semester Chinese	Bei Yang	4	Fall	29	2	33	2	Yes
302	Sixth Semester Chinese	Bei Yang	4	Spring	20	1	21	2	Yes
321	1st Yr Classical Chinese	Rania Huntington	4	Fall	21	1	11	0	Yes
322	1st Yr Classical Chinese	Rania Huntington	4	Spring	25	0	11	0	Yes
333	Chinese Conversation	Multiple faculty	3	Fall	12	2	8	0	Yes
341	Classic Chinese-Non-Majors	Rania Huntington	4	Fall	17	0	6	0	Yes
379	Business Chinese	Multiple faculty	3	Spring	54	6	48	0	Yes
401	Seventh Semester Chinese	Graduate Student	3	Fall	18	1	10	2	Yes
402	Eighth Semester Chinese	Graduate Student	3	Spring	13	0	4	2	Yes

Japanese Language Courses									
103	First Semester Japanese	Takako Nakakubo	6	Fall	96	14	91	10	Yes
104	Second Semester Japanese	Multiple faculty	6	Spring	65	10	73	6	Yes
123	Elementary Japanese I	Takako Nakakubo	3	Spring	37	5	74	2	Yes
123	Elementary Japanese I summer	Takako Nakakubo	3	Summer	5	2			No
124	Elementary Japanese II	Takako Nakakubo	3	Fall	21	0	23	3	Yes
203	Third Semester Japanese	Naomi McGloin	6	Fall	28	0	35	1	Yes
203	Third Semester Japanese summer	Naomi Geyer	5	Summer	22	0	12	5	Yes
204	Fourth Semester Japanese	Multiple faculty	6	Spring	17	0	20	2	Yes
204	Fourth Semester Japanese summer	Takako Nakakubo	5	Summer	16	0	11	4	Yes
303	Fifth Semester Japanese	Naomi Geyer	4	Fall	29	2	16	2	Yes
304	Sixth Semester Japanese	Naomi McGloin	4	Spring	22	0	13	1	Yes
323	1st Yr Classical Japanese	Charo D'Etcheverry	3	Fall			9	1	Yes
335	Intmed Japanese Conversatn	Multiple faculty	3	Fall	13	0	17	0	Yes
377	Business Japanese	Takako Nakakubo	3	Spring	38	0	32	0	Yes
403	Seventh Semester Japanese	Multiple faculty	3	Fall	11	1	22	1	Yes
404	Eighth Semester Japanese	Naomi Geyer	3	Spring	8	2	16	1	Yes

Korean Language Courses									
105	First Semester Korean	Byung-Jin Lim	4	Fall	58	3	63	2	Yes
106	Second Semester Korean	Byung-Jin Lim	4	Spring	29	2	41	2	Yes
345	Third Semester Korean	Byung-Jin Lim	3,4	Fall	21	5	20	1	Yes
346	Fourth Semester Korean	Byung-Jin Lim	3,4	Spring	10	5	11	2	Yes

#	Course Title	Instructor	Cr		Enrollments				
					2016-17		2017-18		2018-19
					Undr	Grad	Undr	Grad	Offered?
347	Fifth Semester Korean	Byung-Jin Lim	3	Fall	8	1	8	2	Yes
348	Sixth Semester Korean	Byung-Jin Lim	3	Spring	5	1	4	1	Yes
405	Seventh Semester Korean	Byung-Jin Lim	3	Fall	19	0	15	0	Yes
406	Eighth Semester Korean	Byung-Jin Lim	3	Spring	14	0	19	0	Yes

<i>Tibetan Language Courses</i>									
369	First Semester Modern Tibetan	Jampa Khedup	4	Fall	1	0	2	2	Yes
369	First Sem Modern Tibetan Summer	Jampa Khedup	4	Summer	0	1	0	3	Yes
370	Second Semester Modern Tibetan	Jampa Khedup	4	Spring	1	0	4	2	Yes
370	Second Sem Modern Tibetan Summer	Jampa Khedup	4	Summer	0	1	0	3	Yes
469	Third Semester Modern Tibetan	Jampa Khedup	4	Fall					Yes

<i>Engineering Professional Development's Technical Japanese Courses</i>									
330	Basic Technical Japanese I	Jim Davis	3	Fall	2	4			Yes
332	Basic Technical Japanese II	Jim Davis	3	Spring	0	2			Yes
374	Intermed Tech Japanese I	Jim Davis	3	Fall	14	6	16	0	Yes
375	Intermed Tech Japanese II	Jim Davis	3	Spring	16	6	16	0	Yes
601	Japanese for Bus & Industry	Jim Davis	3	Fall	6	12	3	6	Yes
602	Japanese for Politics&Govmmnt	Jim Davis	3	Spring	4	10	0	4	Yes
603	Adv Tech Japanese Seminar	Jim Davis	4	Spring	0	2	0	8	Yes
604	Research in Japanese Technical Lit	Jim Davis	4	Fall	0	2	0	8	Yes

AREA STUDIES COURSES

<i>Department of Agriculture and Applied Economics (Courses with 25% East Asian content)</i>									
374	Growth/Develpmt of Nations in Global Econ	Multiple faculty	3	Fall	54	3	62	0	Yes
473	Econ Growth & Development-SE Asia	Ian Coxhead	3	Fall	36	3			
474	Econ Probs-Developing Areas	Multiple faculty	3	Spring	67	1	51	2	

<i>Department of Anthropology (Courses with 25% East Asian content)</i>									
102	Archaeology & Prehist World	J. M. Kenoyer	3	Spring	84	8			Yes
104	Cultural Anthropology and Human Diversity (Prof. Hawkins' First Year Interest Group (Curric. & Instruction 375) taught in conjunction with this and Internat'l Studies 101.)	Multiple Faculty	3	Fall	302	0	344	0	Yes
310	Topics: Exploration of E & SE Asia	Nam Kim	3	Fall	29	7			Yes
330	Topics in Ethnology: Foodways	Emiko Ohnuki-Tierney	3	Spring	7	1			
357	Intro-Anthropology of Japan	Emiko Ohnuki-Tierney	3	Fall	32	0	20	0	Yes
490	Undergrad Sem: Ceramic Tech and Analysis	J. M. Kenoyer	3	Fall	5	1			Yes
490	Undergrad Sem: Ritual and Religion	Nam Kim	3	Fall	16	0			Yes

					Enrollments				
					2016-17		2017-18		2018-19
#	Course Title	Instructor	Cr		Undr	Grad	Undr	Grad	Offered?
Department of Art History									
203	Survey of Asian Art	Yuhang Li	4	Spring			19	24	
205	Global Arts Contains at least 25% East Asian content.	Gene Phillips	4	Fall	19	25			
307	Chinese Art: Antiquity-10th C	Yuhang Li	3	Fall	23	5			
308	Chinese Art:10th C. to Present	Yuhang Li	3	Spring	16	11			Yes
372	Arts of Japan	Graduate Student	3	Fall			27	11	
379	Cities of Asia	Preeti Chopra	3	Fall	26	9			Yes
411	Topics: Modern & Contemp Chinese Art	Yuhang Li	3	Spring	10	3			Yes
475	Japanese Ceramics & Allied Arts	Gene Phillips	3	Spring	9	11			
478	Art & Relig Prac-Medievl Japan	Gene Phillips	3	Fall					Yes
576	Proseminar in Chinese Art	Yuhang Li	3	Fall	5	5	6	10	

Department of Asian Languages and Cultures: New Courses for Fall 2018 with East Asian content										
100	Gateway to Asia Special Topics	Steve Ridgely	3	Fall						Yes
203	Lost in Translation: Western Experience in Asia	Daniel Gold	3	Fall						Yes
300	Topics: Student Movements in Asia	Tyrell Haberkorn	3	Fall						Yes
354	Early Modern Japanese Literature	Adam Kern	3	Fall						Yes
700	Teaching Asian Languages	Naomi Geyer	2,3	Fall						Yes

Department of Civil and Environmental Engineering										
629	Sustainable Innovation in E. Asia	Jim Park	2,3	Fall	46		18	1		Yes

Department of Communication Arts										
354	Film Styles and Genres Contains at least 25% East Asian content.	Ben Singer	3	Fall	28	1	43	3		Yes
458	Global Media Cultures Contains at least 25% East Asian content.	Jonathan Gray	3	Spring			36	2		
613	Special Topics: Japanese Film	Ben Singer	3	Fall			12	1		

Department of Comparative Literature (Courses with 25% East Asian content)										
203	Intro Cross-Cultrl Lit Forum: Comics & history	Mary Layoun	3	Spring	118	6	8	0		

Department of Curriculum and Instruction (Courses with 25% East Asian content)										
375	Proseminar: Globalizing Education (Taught with Anthropology 104 and International Studies 101.)	Margaret Hawkins	3	Fall	19	0	20	0		Yes
727	Internationalizing Educational Knowledge	Thomas Popkewitz	3	Spring			3	9		Yes

#	Course Title	Instructor	Cr	Enrollments					
				2016-17		2017-18		2018-19	
				Undr	Grad	Undr	Grad	Offered?	
Department of Dance (Courses with 25% East Asian content)									
1	Workshop in Dance Activity - Tai Ji	Jin-wen Yu	1	Spring	28	4	29	3	Yes
121	Asian American Movement Crosslisted with Asian American Studies; contains at least 25% traditional Korean dance content	Peggy Choy	3	Fall	23	0	30	0	Yes
121	Asian American Movement- Summer	Peggy Choy	3	Summer	12	0	20	0	Yes
Department of East Asian Languages and Literature (New Name: Asian Languages and Cultures)									
103	Intro-E Asian History:China	Shelly Chan	4	Fall	136	12	142	12	Yes
104	Intro-E Asian History:Japan	Louise Young	4	Fall			138	2	Yes
108	Intro to E Asian Hist - Korea The above three courses are all crosslisted with History	Charles Kim	3	Spring	17	10	29	0	Yes
231	Manga	Adam Kern	3	Fall	42	3	58	4	Yes
231	Manga - summer	Adam Kern	3	Summer	11	3	19	4	Yes
232	Anime The above three courses are all crosslisted with Literature in Translation	Adam Kern	3	Spring			21	2	Yes
235	Genres-Asian Religious Writing	Graduate Student	3	Spring	72	0	33	0	
253	Intro-Japanese Culture & Civilization	Adam Kern	3	Spring	118	2			
255	Intro East Asian Civilizations	Multiple faculty	4	Fall	240	8	276	0	Yes
261	Survey of Chinese Literature I	Multiple faculty	3	Fall	67	1	69	6	Yes
262	Survey of Chinese Literature II	Multiple faculty	3	Spring	48	1	52	1	Yes
263	Survey of Japanese Literature I	Multiple faculty	3	Fall	21	0	31	3	
264	Survey of Japanese Literature II Survey classes meet as combined language (300-level) and "Literature in Translation" (200 level) courses.	Multiple faculty	3	Spring	25	0	17	1	
267	Asian Religions Contains at least 25% East Asian content.	Multiple faculty	3	Fall			108	0	Yes
268	Tibetan Cultures & Traditions	Jampa Khedup	3	Fall	44	7	34	0	Yes
277	Kendo:Integrating martial and liberal arts	J. M. Kenoyer	2	Fall	50	0	62	0	Yes
277	Kendo - summer Crosslisted with Kinesiology	J. M. Kenoyer	2	Summer	26	4	16	2	Yes
300	EAS Topics: Korean culture	Charles Kim	3	Spring	52	2	56	4	Yes
300	EAS Topics: Mindfulness Crosslisted with Religious Studies. Contains at least 25% East Asian content	John Dunne	3	Spring			72	18	
301	Lang & Soc of Two Koreas	Charles Kim	3	Fall	5	1	12	0	
308	Introduction to Buddhism	Multiple faculty	3	Spring	375	15	325	55	Yes
350	Introduction to Taoism	Graduate Student	3	Fall	46	4	36	6	
421	Survey of Tibetan Buddhism	Jampa Khedup	3	Spring	22	10	34	6	Yes
466	Buddhist Thought	John Dunne	3	Spring	64	4			
650	Proseminar in Buddhist Thought The above four courses are crosslisted with Religious Studies and contain at least 25% East Asian content.	John Dunne	3	Spring	6	3			
358	Language in Japanese Society	Junko Mori	3	Spring			13	1	Yes
367	Japanese Poetic Tradition	Adam Kern	4	Spring	9	0	5	1	
368	Modern Japanese Fiction	Steve Ridgely	3	Fall	17	0			
371	Topics in Chinese Literature: Summer	Graduate Student	3	Summer	10	1	26	1	Yes

					Enrollments				
					2016-17		2017-18		2018-19
#	Course Title	Instructor	Cr		Undr	Grad	Undr	Grad	Offered?
371	Topics in Chinese Lit: Confucian Analects	William Nienhauser	3	Spring	194	1			Yes
371	Topics in Chinese Lit: Three Kingdoms	Rania Huntington	3	Spring			84	10	
373	Topics in Japanese Lit	Multiple faculty	3	Spring	30	0	19	2	Yes
431	Intro to Chinese Linguistics II	Bei Yang	3	Fall	19	2	20	1	Yes
432	Intro to Chinese Linguistics II	Weihua Zhu	3	Spring	14	1	13	1	Yes
433	Topics-E Asian Visual Cultures	Adam Kern	3	Fall			8	4	Yes
434	Intro-Japanese Linguistics	Naomi McGloin	3	Fall			2	8	No
520	Pop Culture & Film in 20th Century China	Graduate Student	3	Spring	9	0			No
573	Readings in Classical Japanese Lit	Multiple faculty	3	Spring	3	3	0	2	Yes
622	Teaching of Chinese	Weihua Zhu	3	Fall	0	8			Yes
623	Teaching Japanese as a Foreign Lang	Naomi Geyer	3	Fall	0	9			Yes
631	History of Chinese Language I	Hongming Zhang	3	Fall	1	7	2	6	Yes
662	History of Chinese Thought, Part 2	Mark Meulenbeld	3	Spring	0	7			No
701	Proseminar in Chinese Literature	William Nienhauser	3	Fall			0	10	No
741	Chinese Syntax & Morphology	Hongming Zhang	3	Spring	0	8			
762	Chinese Philosophical Texts	William Nienhauser	3	Fall	0	5	0	2	
763	Studies-Japanese Literature	Steve Ridgely	3	Fall			0	4	
775	Studies in Japanese Linguistics	Multiple faculty	3	Spring	0	7	0	16	
951	Smr-Chinese Lit: Shiji & other Warring St texts	William Nienhauser	3	Spring	0	6			Yes
951	Smr-Chinese Lit: The Literature of Memory	Rania Huntington	3	Fall	0	11			Yes

Department of Economics (Courses with 25% East Asian content)

464	International Trade & Finance	Maria Muniagurria	4	Fall	81	6	80	6		Yes
666	Issues-International Finance	Charles Engel	3	Fall	15	2	24	17		Yes

Department of Ed Leadership and Policy Analysis (Courses with 25% East Asian content)

886	Internationalization of Higher Ed	Weijia Li	3	Fall	0	10	0	16		Yes
940	Topics Seminar-International student services	Weijia Li	3	Spring	0	10	0	15		Yes

Department of Geography (Courses with 25% East Asian content)

340	World Regions in Global Contxt	Kristopher Olds	3	Spring			162	4		Yes
340	World Regions in Global Contxt-Summer	Kristopher Olds	3	Summer			20	1		Yes
675	Special Topics: City, Univ & Dev Process	Kristopher Olds	3	Fall	8	2				Yes

Department of German

676	Adv Seminar: China in der deutschen Welt	Weijia Li	3	Spring			6	6		Yes
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Department of History

200	Historical Studies: China and the World	Shelly Chan	3	Fall	6	0				
200	Historical Studies: Conspiratorial Thinking Contains at least 25% East Asian content	Sarah Thal	3	Fall			18	0		

					Enrollments				
					2016-17		2017-18		2018-19
#	Course Title	Instructor	Cr		Undr	Grad	Undr	Grad	Offered?
201	Historian's Craft: Shanghai Life and Crime	Joseph Dennis	4	Spring	41	0			Yes
201	Historian's Craft: Shanghai Life/Crime-Summer	Joseph Dennis	4	Summer	23	0	52	0	
201	Historian's Craft: Japanese topic	Multiple faculty	4	Fa/Sp			81	1	Yes
225	Postwar Hist of Japanese Pop Media	Graduate Student	3	Summer			17	0	
276	Chinese Migrations since 1500	Shelly Chan	4	Spring	56	2			
336	Chinese Economic and Business History	Joseph Dennis	3	Fall	24	1			Yes
337	History of China, 589 AD-1919	Joseph Dennis	3	Spring	14	2			
341	Modern China, 1800-1949	Judd Kinzley	4	Fall			94	24	
342	Peoples Republic of China, from 1949	Judd Kinzley	3	Spring	66	16	90	28	
335	Korean History, 1945 to present	Charles Kim	3	Fall	18	14	22	22	
363	China and World War II in Asia	Judd Kinzley	4	Spring	34	14			
454	Samurai: History and Image	Sarah Thal	3	Fall	64	4			
500	Reading Seminar: Chinese Law and Society	Joseph Dennis	3	Fall	8	5			
500	Reading Seminar: Modern Korea	Charles Kim	3	Fall			2	5	
500	Reading Seminar: Japanese Imperialism	Louise Young	3	Spring			6	3	
600	Advanced Seminar: Wisconsin and China	Judd Kinzley	3	Spring	11	3			
706	Topics-Transnational History Contains at least 25% East Asian content	Multiple faculty	3	Spring			0	8	Yes
855	Seminar in Japanese History	Louise Young	3	Fall			1	5	

Department of International Business (Courses with 25% East Asian content)

200	International Business	Sachin Tuli	3	Fa/Sp	372	29	311	29	Yes
200	International Business- Summer	Sachin Tuli	3	Summer	11	8	10	6	Yes
365	Contemp Topics: International Perspectives	Sachin Tuli	1	Fa/Sp	247	0	261	0	Yes
403	Global Issues in Management	Min Li	3	Fa/Sp	107	7	85	10	Yes
420	Global Marketing Strategy	Sachin Tuli	3	Fa/Sp	74	9	71	8	Yes

Department of International Studies

101	Intro to International Studies (Prof. Hawkins' First Year Interest Group (Curric. & Instruction 375) taught in conjunction with this and Anthro 104.)	Multiple faculty	4	Fall					
310	Internl Lming Comm Smr: Chinese Cutlure	Rania Huntington	1	Fa/Sp	17	2	26	7	Yes
310	Internl Lming Comm Smr: Japanese Visual Cul	Steve Ridgely	1	Fa/Sp	13	1	14	3	Yes

Law School

872	Legal Issues: N Amer & East Asia	Chris Smithka	2	Spring	0	14		15	
940	Chinese Law	John Ohnesorge	3	Fall	0	4			Yes

					Enrollments				
#	Course Title	Instructor	Cr		2016-17		2017-18		2018-19
					Undr	Grad	Undr	Grad	Offered?
Department of Music									
103	Music Cultures of the World	Matthew Richardson	2	Fa/Sp	330	19	302	17	Yes
103	Music Cultures of the World - Summer The intro music cultures class contains at least 25% East Asian content	Matthew Richardson	2	Summer	6	6			Yes
402	Musical Culture-Kabuki, Geisha, J-Pop, Anime	Matthew Richardson	3	Spring			17	8	Yes
Department of Political Science									
328	Politics of East & SE Asia	Eunsook Jung	3	Fall					Yes
346	China in World Politics	Edward Friedman	4	Fall	60	2	62	6	No
642	Political Power-Contemporary China	Edward Friedman	3	Spring	14	5			No
Department of Psychology (Courses with 25% East Asian content)									
428	Intro to Cultural Psychology	Yuri Miyamoto	3	Spring	103	1	179	1	Yes
Department of Sociology (Courses with 25% East Asian content)									
496	Topics: Race Issues in Science	Joan Fujimura	3	Spring	4	1	5	1	Yes
Department of Theatre and Drama (Courses with 25% East Asian content)									
351	Asian Stage Discipline	David Furumoto	3	Spring	11	0	6	0	Yes

5. Appendix C – CEAS Performance Measure Forms

Goal # 1: Strengthen Korean Program, all East Asian language enrollments, and the overall quality of language instruction.

Goal #2: Assist Madison College in expanding Undergraduate Certificate Programs in Area and International Studies, supporting their faculty in developing East Asia-focused curricula and encouraging more students to develop Area Studies interests and later enter 4-year Degree Programs in East Asian Studies (CPP1, CPP2).

Goal #3: Increase interest in East Asia among Wisconsin K-16 teachers and students, and facilitate incorporation of East Asia-centered materials into K-16 course curricula (AP 2, CPP 1 & 2).

Goal #4: Increase the number of UW students graduating with East Asia language proficiency, area studies knowledge, and awareness of employment opportunities in areas of national need, with an emphasis on careers in government, education, business, and the non-profit sector (AP 1.2).

Project Goal #1 – Strengthen Korean Program, all East Asian language enrollments, and the overall quality of language instruction.

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Strengthen the Korean program in collaboration with ALC, IRIS, and the Library	1a. Work with ALC to develop intermediate and advanced Business Korean	1ai. Number of students enrolled in Business Korean (non-cumulative)	Annual		0	0	4	7	10
	1b. Work with ALC and IRIS to establish Certificate in Korean Professional Communication	1bi. Formal approval of certificate and registration of first students (non-cumulative)	Annual	UW APC and enrollment records	0	0	Cert. Approved	3	3
	1c. Increase Korean holdings of UW library	1ci. Number of Korean volumes in UW library collection	Annual	UW library report to CEAL	8,133	8,200	8,700	9,200	9,700
PM2. Increase all EA language enrollments in collaboration with ALC, BTAA, and WISLI.	2a. Increase total EA language enrollments in collaboration with ALC, BTAA, and WISLI	2ai. Annual language-course enrollment (Chinese, Japanese, Korean, and Tibetan)	Annual	UW enrollment data (baseline = average for 2016-18)	1174	1200	1230	1260	1300

PM3. Improve overall quality of language instruction.	3a. Work with ALC to create innovative online materials and performance-based assessment activities.	3ai. Number of high-quality online materials and assessment tools made available to instructors	Annual	ALC data and CEAS website	0	0	0	2	5
	3b. Work with ALC to organize and convene pedagogy workshop each year	3bi. Number of UW EA language instructors participating in language pedagogy workshop (non-cumulative)	Annual	ALC records	25	30	30	30	30

Project Goal #2– Assist Madison College in expanding Undergraduate Certificate Programs in Area and International Studies, supporting their faculty in developing East Asia-focused curricula and encouraging more students to develop Area Studies interests and later enter 4-Year Degree Programs in East Asian Studies (CPP 1, CPP 2).

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Collaborate with Madison College (MC) to expand the <i>Passport Program</i> that opens CEAS gateway courses & E Asian languages to MC Global Studies Certificate students	1a. Promote Madison College's global engagement events to increase awareness of its international education opportunities, particularly its Global Studies Certificate and the <i>Passport Program</i> .	1ai. Increase in number of students who take UW-Madison courses through the <i>Passport Program</i> (non-cumulative)	Annually	MC and UW institutional records	0	0	2	4	6
PM2. Support Madison College's Youth Education Summit bringing together WI and Chinese high school students to discuss China and the Environment	2a. Fund CEAS faculty participation in preparing materials, designing activities, and giving lectures	2ai. Number of students who enroll in the Summit (non-cumulative)	Annually	CEAS institutional records	0	N/A	15	15	15

Project Goal #3 – Increase interest in East Asia among Wisconsin K-16 teachers and students, and facilitate incorporation of East Asia-centered materials into K-16 course curricula (Absolute Priority 2, Competitive Priority 1 & 2).

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Provide training and useful resources for K-16 teachers from across Wisconsin to stimulate interest in East Asia and facilitate incorporation of E Asia-centered materials into K-16 course curricula.	1a. Work with the School of Education and IAP to develop new pre-service teacher study abroad programs in E Asia	1ai. Number of pre-service teachers who study abroad in E Asia	Annually	CEAS and IAP institutional records	0	N/A	10	N/A	10
	1b. Develop web-based information HUB to provide news on campus resources, overseas internship, and community opportunities related to East Asia	1bi. Number of visitors to the HUB website	Annually	Web analytics	0	N/A	50	100	150
	1c. Promote and host “East Asia in the Upper Mid-West” training workshops for K-12 teachers (cumulative); provide mini-grants to design the workshops and fund teacher travel	1ci. Number of workshops hosted	Annually	CEAS institutional records	0	N/A	1	2	3
		1cii. Number of participants who attend	Annually	CEAS institutional records	0	10-15	15-20	20-25	25-30
		1ciii. Number of participants who incorporate E Asia content into their curricula	Annually	Follow-up questionnaire (including emails, notes, etc.)	0	5	10	15	20
PM2. Create East Asia-focused curriculum materials tailored to help K-12 teachers meet new Wisconsin	2a. Attend Wisconsin Department of Public Instruction meetings and workshops to become familiar with the new	1ai. Number of meetings/workshops attended	Ongoing	CEAS institutional records	0	2	1	1	1

State Mandated Standards for Social Studies	standards (non-cumulative)								
	2b. Work with WDPI, master teachers, & curriculum development specialists to create K-12 lesson materials that meet the new standards. Further develop materials in K-12 professional development workshops	1bi. Number of lesson materials created	Ongoing	CEAS and WDPI institutional records	0	0	5-10	10-15	15-20
PM1. Disseminate E Asia-focused curriculum materials that meet Wisconsin's new Standards for Social Studies to K-12 pre-service and in-service teachers	3a. Introduce lesson materials at K-12 professional development workshops in Y2, Y3 & Y4	2ai. Number of pre-service and in-service teachers reached	Ongoing	CEAS institutional records	0	0	10	20	30
	2b. Upload lesson materials to K-12 educator resource websites	2bi. Number of visitors to resource sites	Ongoing	WDPI website statistics	0	0	40	60	80

Project Goal #4– Increase the number of UW students graduating with East Asia language proficiency, area studies knowledge, and awareness of employment opportunities in areas of national need, with an emphasis on careers in government, education, business, and the non-profit sector (Absolute Priority 1.2).

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Increase number of undergraduate students in the Certificate in E Asia and relevant courses through collaboration with International Studies (IS), International Academic Programs (IAP) – Study Abroad, and departments.	1a. Work with IS Program to promote enrollment in E Asia Certificate program among IS majors at UW.	1ai. Number of students who complete the E Asia Certificate (non-cumulative)	Annual	IRIS & CEAS institutional records	43	43	45	50	50
	1b. Work with IAP to develop new pre-freshman study abroad programs in years 2 and 4 to promote early interest in E Asia studies	1bi. Number of pre-freshman students who study abroad in E Asia and then enroll in E Asia courses (non-cumulative)	Annual	IAP & CEAS institutional records	0	N/A	10	N/A	10
	1c. Increase offering and marketing of EA-related undergraduate courses in collaboration with departments	1ci. Number of undergraduates enrolled in non-language EA classes (non-cumulative)	Annual	UW enrollment data (baseline: 2016-17)	4,605	4,630	4,660	4,700	4,740
PM2. Increase number of students in E Asian studies who know about and obtain jobs in government, business, & the	2a. Work with SuccessWorks to organize career and networking events in collaboration with departments and professional schools	2ai. Number of students attending career and networking events (non-cumulative)	Annual	CEAS institutional records	20	30	40	50	70

nonprofit sector.		2a.ii. Percent of current undergraduate seniors who know at least “a little” about CEAS who report being aware of or participating in CEAS-sponsored career-related events	Every 3 years	Baseline: GLOWS-2 (2016); Target: GLOWS-3 (2019)	Aware: 15.9% Participate: 6.7%	N/A	N/A	Aware: 30% Participate: 20%	N/A
		2a.iii. Percent of CEAS certificate alumni who obtain jobs in government (Gov), business (Bus), and nonprofit sector (incl. education: EdNP) (non-cumulative)	Every 10 years (post-graduation survey of targeted cohorts)	Baseline: ASAS-1 (2011); Target: ASAS-2 (2021)	Gov: 17% Bus: 35% EdNP: 58%	N/A	N/A	N/A	Gov: 20% Bus: 37% EdNP: 58%

6. Appendix D – Letters of Support for CEAS Projects

1. The School of Education, University of Wisconsin – Madison
2. Madison College
3. Mead Public Library, City of Sheboygan
4. The Native Nations - UW Working Group, Nelson Institute for Environmental Studies,
University of Wisconsin – Madison
5. College of Menominee Nation



June 6, 2018

Shelly Chan, Associate Professor
Director, Center for East Asian Studies
University of Wisconsin-Madison
Madison, WI 53706

Dear Professor Chan,

As Dean of the School of Education here at the University of Wisconsin-Madison, I am delighted to join my colleagues Adam Nelson, Chair of the Department of Educational Policy Studies, and John Rudolph, Chair of the Department of Curriculum and Instruction, in expressing wholehearted and enthusiastic support for the Center for East Asian Studies' application for Title VI support.

The School of Education has a very strong commitment to international and comparative education, both for our teachers-in-training and other our students—undergraduate as well as graduate—in education policy and related fields represented in our School, from the arts (visual arts, theater and drama, and dance) to health-related fields (rehabilitation psychology, counseling psychology, and kinesiology). We seek to build cross-national research, teaching, and learning opportunities into all our degree programs.

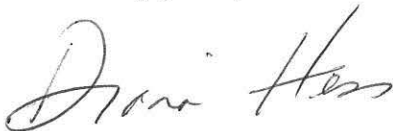
Our activities in East Asia are particularly strong. They include Professor Adam Nelson's University of Wisconsin-Peking University Workshop on Higher Education; Professors Li-Ching Ho, Tom Popkewtiz, and Margaret Hawkins's very popular courses on Global Education, which include a great deal of material on China, Japan, and Korea, as well as Professor Hawkins's study-abroad program on comparative education in Xi'an, China; Professor Weijia Li's courses on inter-national higher education; Professor Jin-Wen Yu's work with students of Chinese dance, and Professor David Furumoto's regular production of Japanese kabuki theater—to name only a few.

Faculty and students in our School of Education regularly visit colleagues in East Asia to give lectures and participate in joint instruction. Recent visits include Peking University, Tsinghua University, Zhejiang University, Renmin University, Beijing Normal University, Beihang University, South China Normal University, East China Normal University, Shanghai Jiao-Tong University, Xiamen University, the University of Hong Kong, the Chinese University of Hong Kong, the Hong Kong Institute of Education, and Lingnan University, as well as Hiroshima University, Waseda University, and the International Christian University in Tokyo, and Seoul National University.

We are excited about the Center for East Asian Studies' application for Title VI support not least because the Center has served as a "hub" for university-community partnerships in East Asian Studies and could foster additional partnerships going forward, including more partnerships with local schools. We in the UW-Madison School of Education feel strongly that next-generation teachers need to be globally informed and life-long learners who can model cross-cultural competence for their students. The Center for East Asian Studies has been—and, we hope, will continue to be—a key partner in this all-important work. Since the proposed Associate Director of the Center may turn out to be a scholar in the field of Education, we look forward to future cooperation between our respective units.

If there's any way we can help with the Center's work or its Title VI application, please let us know.

Sincerely yours,

A handwritten signature in cursive script, reading "Diana Hess".

Diana Hess, Dean
School of Education

A handwritten signature in cursive script, reading "John Rudolph".

John Rudolph, Professor
Curriculum and Instruction (Chair), Educational Policy Studies, and History

A handwritten signature in cursive script, reading "Adam R. Nelson".

Adam R. Nelson, Professor
Educational Policy Studies (Chair) and History



Jack E. Daniels, III, Ph.D., President

June 8, 2018

Dear Vice Provost Podestá:

Madison College is extremely pleased to support the University of Wisconsin-Madison (UW-Madison) proposals for U.S. Department of Education Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) grants. Madison College, a Title VI UISFL institution, is proud to partner with UW-Madison's International Division and the Institute for Regional and International Studies (IRIS) and its several area studies centers in a number of mutually beneficial efforts that extend across a spectrum of curriculum programming, events, and developmental opportunities that model the spirit and purpose of Title VI. I want to highlight just a few of these as irreplaceable contributions to Wisconsin's international learning community:

- A cornerstone of our partnership is the *Global Studies Passport* program – a collaborative agreement that increases international studies and language-learning opportunities for Madison College students who enroll in the Interdisciplinary Global Studies Certificate curriculum. The initiative, started in January of 2016, offers a pathway to expand student learning in the international fields of study and cultivate interest in the future completion of area studies and foreign language degrees. *Passport* provides incentives for Madison College students to enroll in globally oriented courses by providing dual credit at both institutions. Recently, we have worked together to streamline enrollment actions and work directly with classroom instructors to ensure available seats for Madison College students in UW-Madison courses. This renewed vigor should increase the number of participants as a pathway to heightened success.
- Madison College remains an enthusiastic stakeholder in the Wisconsin Language Roadmap Initiative, an effort headed by the UW-Madison Language Institute, the Department of Public Instruction, and the Wisconsin Economic Development Corporation. The Language Roadmap strengthens and expands language education in Wisconsin in a strategic framework that provides a coherent plan to match resources to opportunities and needs. An emerging pillar of this initiative is a partnership that allows Madison College students to participate in the Wisconsin Intensive Summer Language Institute (WISLI). This collaboration, once mature, will render many benefits to both institutions -- offering stipends and scholarships to support participating Madison College students while streamlining the program requirements to meet local community college students' unique living and learning circumstances.
- We also are very gratified to continue working with UW-Madison as co-sponsors for the annual International Institute for faculty members of the Wisconsin Technical College System. The International Institute is a forum in which Madison College hosts workshops to strengthen opportunities to integrate international perspectives and comparative global cultures into two-year college classrooms. This program brings together nearly 100 Madison College and other WI Technical College System faculty from around the state for a valuable day of shared learning that places international awareness at the forefront of our teaching repertoire.

- Beginning in 2019, IRIS and other area studies centers are dedicating competitive mini-grants to Madison College and other Wisconsin Technical College System faculty to support efforts to internationalize curricula. These grants, competitively awarded via a jointly administered proposal process, will offer a much-needed means of promoting academic interest in international studies and foreign language education among community college students while invigorating faculty's intellectual pursuits and growth in the global arena.
- In addition to the highlighted programs above, Madison College and UW-Madison have been engaged in rich and substantive collaboration on numerous other initiatives for more than a decade including joint conferences and workshops, shared study abroad opportunities, development of shared Chinese and Arabic language curriculum, International Education Week activities, guest speakers, and faculty professional development.

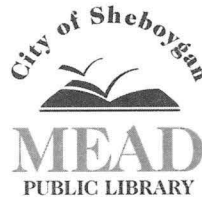
Madison College welcomes the opportunity to collaborate with UW-Madison on these and other projects and specifically commits to support these initiatives including the following actions and activities:

- Grow enrollment in the *Passport* program through recruitment, promotion and collaboration with IRIS units;
- Recruit, promote, and foster language study dual enrollment and transfer, with particular focus on less commonly taught languages and the Wisconsin Intensive Summer Language Institute (WISLI);
- Collaborate with UW-Madison centers in hosting the annual Madison College International Education Institute;
- Collaborate on a joint proposal and review process to administer faculty mini-grants for international education initiatives;
- Provide documentation of all activities and use of funds in compliance with federal regulations and guidelines.

In summary, Madison College is pleased to support a highly robust and valuable relationship with UW-Madison's International Division and are committed to the initiatives above. This relationship will continue to pay dividends as we work in partnership to broaden students' intellectual horizons and encourage them to consider pursuing degree programs in international studies and foreign languages. The Title VI National Resource Center grants in the International and Area Studies and Foreign Language fields are invaluable to these efforts. On behalf of the Madison College community and the entire State of Wisconsin's Technical College System, I offer my wholehearted support to UW-Madison's several proposals for National Resource Center grants to enable and sustain these irreplaceable initiatives.

Sincerely,


Jack E. Daniels, III, Ph.D.
President



June 8, 2018

Dear NRC/FLAS Application Reviewers,

I am writing on behalf of Mead Public Library in Sheboygan, Wisconsin, to enthusiastically support the proposal being submitted by the Center for East Asian Studies (CEAS) for funding as a National Resource Center for Foreign Language and Area Studies.

Mead Public Library provides quality services, resources and lifelong learning opportunities to meet the needs and interests of our diverse community. With this in mind, in the fall of 2017, our library collaborated with CEAS to hold a public event, "Roundtable on the North Korea Crisis," which attracted more than 40 people on a football Sunday. CEAS is now proposing in their grant application to expand on that event by launching a new "East Asia Now" series that would focus on contemporary politics and international relations to offer diverse perspectives and UW expertise on current East Asia-related topics.

This series would support our mission and we look forward to partnering with CEAS, and promoting the East Asia Now series to the statewide public library system, to encourage greater understanding, new voices and public discussion of current events related to East Asia and Wisconsin.

Sincerely,

A handwritten signature in black ink that reads "Jeannie Gartman". The signature is written in a cursive, flowing style.

Jeannie Gartman, librarian



June 14, 2018

Guido Podesta
Dean, The International Division

The Native Nations - UW Working Group was established in 2016 to foster collaborative research, teaching and outreach activities among the 11 Wisconsin Tribes, the University of Wisconsin - Madison, and University of Wisconsin Extension.

As coordinators of the Working Group we strongly support the proposals of the National Resource Centers on campus to the U.S. Department of Education Title VI competition to work with the Tribal Colleges in Wisconsin, particularly the College of Menominee Nation, to incorporate international, intercultural, or global dimensions into their curriculum. We will be building on three years of successful activities and a vibrant dialogue among all the partners and we look forward to continue working with the NRCs to achieve such goals.

Best wishes,

Paul Robbins
Director

Nelson Institute for Environmental Studies

University of Wisconsin-Madison Science Hall 550 N Park Street Madison, WI 53706 nelson.wisc.edu

Director's Office Phone: 608-265-5296 Fax: 608-262-0014

Academic Programs Office Phone: 608-262-7896 Fax: 608-262-2273



College of Menominee Nation

June 14, 2018

Guido Podestá,
Vice Provost and Dean, International Division
University of Wisconsin-Madison
Office of the Provost
Bascom Hall
500 Lincoln Drive
Madison, Wisconsin 53706
University of Wisconsin Madison

Re: CMN SDI Letter of Support for UW Madison NRC Proposal to U.S Department of Education

Posoh (Hello) Dr. Podestá

As Director of the Sustainable Development Institute at the College of Menominee Nation I am writing to express my strong support for the UW Madison National Resource Centers application to the U.S. Department of Education Title VI competition. In the past few years we have collaborated with UW Madison in hosting international exchanges on CMN campus, at UW Madison events, and other events such as the UN Permanent Forum on Indigenous Peoples Issues. These activities provide opportunities for CMN, SDI and Menominee community members to learn more about other indigenous communities, which creates a better understanding to address issues common to our communities. Through the new proposal we hope to continue to build on these partnerships and opportunities to advance CMN SDI capacity to create and support exchanges with Indigenous communities from around the world on issues of sustainability.

If you have any questions please do not hesitate to contact me at 715/799-6226 or by e-mail ccaldwell@menominee.edu.

Respectfully,

Christopher M. Caldwell,
Director of Sustainable Development Institute
College of Menominee Nation

Cc: Dr. Paul Trebian, President, College of Menominee Nation

Main Campus

N172 State Hwy 47-55
P.O. Box 1179
Keshena, WI 54135

Phone

715.799.5600
800.567.2344

**Green Bay/Oneida
Campus**

2733 S. Ridge Road
Green Bay, WI 54304

Phone

920.965.0070
800.567.2344

Web

www.menominee.edu

7. NRC Profile Sheet

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$266,302 Year 2: \$268,870 Year 3: \$266,977 Year 4: \$268,589

FLAS Request

Year 1: \$288,000 Year 2: \$288,000 Year 3: \$288,000 Year 4: \$288,000

Type of Applicant

- ☒ Single institution _____
☐ Consortium of institutions
 ☐ Lead _____
 ☐ Partner 1 _____
 ☐ Partner 2 _____
 ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input checked="" type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Chinese, Japanese, Korean, Tibetan

8. Statement on Diverse Perspectives & Areas of National Need

National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program

Information to Meet §602(e) Statutory Requirements

1. *How the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs*

Our principled response to this question is that UW-Madison is motivated by the drive to advance knowledge across a wide spectrum of fields of study and research agendas. By clear definition, the scholarly advancement of knowledge *requires* weighing competing perspectives to arrive at provisional truths that are then retested and considered prior to reaching evidence-based conclusions. Further, the pursuit of knowledge demands the recognition that provisional truths are themselves never sacrosanct and must continually be tested and retested by the consideration of evidence that would revise or even replace extant conclusions and imply an amended understanding of the world around us.

UW-Madison's hallmark as one of the country's historic research institutions is that we remain acutely aware of the limitations of our own knowledge and constantly and ambitiously seek all viewpoints to more completely understand the world's challenges and opportunities. In 1894, at a meeting of the Wisconsin Board of Regents, an anonymously composed sentence was entered into the minutes that declares our dedication to the salient role of truth in higher education: *"Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."* Today, over a century later, this verse remains as valid as the day it was written. Its mantra is a daily reminder of the educator's role as the keeper of diversity of thought and experience – the very forum in which the "sifting and winnowing" reside.

The Center for East Asian Studies (CEAS) is entirely committed in practice as well as principle toward the equitable development and acquisition of knowledge because arriving at truths by weighing evidence and competing perspectives is the essence of teaching and sound scholarship. Any other approach to the advancement of knowledge would be corrupted from the outset by singular purpose without regard for the interpretations of others. The absence or neglect of perspectives that offer divergent and sometimes even singular voices would negate outright the scholarly process of evidence-based education. Our mission as a center within a committed research-based institution of higher learning rests on the foundation of inquiry, a process built on exhaustive consideration for the widest variety of perspectives and views.

To support the above philosophy, we bring diverse sets of speakers to our campus programming and to outreach events; ensure a wide spectrum of backgrounds, experiences and perspectives among our visiting scholars, professors of practice, and researchers; and award scholarships, grants and support to the most deserving competitive plans of study and research—encouraging divergent perspectives in the spirit of scholarly inquiry. We recruit students, faculty, and staff from every country, region, ethnicity, heritage, philosophy, and experience. We choose subjects in syllabus readings and in course offerings that find, clarify, and present diverse thought and approaches to issues and challenges rather than ignoring or clouding "other" perspectives. In so doing, we deliberately address the intellectual perils of growing self-satisfied and settling into a mode of thought that justifies dominant views rather than challenging them and prompting self-critical revision. In short, intellectual humility is an aspirational quality that we acknowledge as part of the University of Wisconsin's creed.

2. *How the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education as well as in areas of need in the education, business and nonprofit sectors*

CEAS purposely encourages government and related public service in areas of national need, as identified by the USED, as well as related endeavors in the professional fields of education, the sciences, business and industry, and the non-profit sector. Our undergraduate certificate and PhD minor in E Asian Studies, plus degree programs housed in the departments and professional schools, offer students a broad multidisciplinary and multinational approach to one of the world's most diverse regions and one where the United States has been deeply involved since WWII. CEAS has long been at the forefront of E Asian language teaching in the U.S. and maintains strong language programs in Chinese, Japanese, Korean, and Tibetan. In mid-June, our Korean program was proudly named the sole finalist in the language flagship program funded by the National Security Education Program (NSEP). Through our close links with faculty, regular campus-wide activities, and attractive study abroad and internship opportunities, CEAS works closely with students in all the social science and humanities departments at our university and regularly recruits students in law, public policy, political science, business, education, and engineering, as well as in UW's internationally committed College of Agriculture and Life Sciences (CALS).

Through our academic programs, CEAS has long worked to attract students with interests in government service. In an effort to expand these achievements, CEAS launches several initiatives in this application to attract more students into all our language and area studies courses, degree and certificate programs, and study abroad opportunities to encourage careers in government, as well as in the education, business, and non-profit sectors. To accomplish this goal, we will work with the advisors of the undergraduate major in International Studies to increase the number of students declaring the certificate in E Asian Studies, as well as to hold career and networking events in collaboration with UW's SuccessWorks to raise student awareness of careers in areas of national need. Based on our survey analysis of the impact of our programs, we are convinced that these initiatives will result in increasing the number of our graduates seeking employment in government and that the training we provide will increase their attractiveness to government offices and agencies in search of qualified employees.

Lastly, CEAS will enhance our on-going partnership with UW's Language Institute and the Wisconsin Language Roadmap (WLR) to make the most of the Korean Flagship, once it gets formally approved. While working to retain our relationship with NSEP, we will also work to expand Korean instruction at advanced and professional level. In so doing, we hope to further strengthen our instructional programs in Korean as well as the others, making the critical E Asian languages accessible to students in the State of Wisconsin.

9. Descriptions of Positions Requested in the CEAS Proposal

1. CEAS summer study abroad planner (student hourly)
2. CEAS web designer (student hourly)
3. CEAS Korean language materials bibliographer (student hourly)
4. Lecturer in Korean
5. Teaching Assistant in Business Korean
6. Associate Director
7. Financial Specialist 2



Center for East Asian Studies Summer Study Abroad Planner (Student Hourly)

UNIT/LOCATION: The UW–Madison Center for East Asian Studies is located at 333 Ingraham Hall, 1155 Observatory Drive, Madison, WI 53706-1397.

COMPENSATION: \$13.00/hour, based on qualifications

DATES OF EMPLOYMENT: January 15 – May 15, 2019

HOURS OF WORK:

- Part-time (20 hours/week)
- Schedule is flexible, based in part on student availability.

RESPONSIBILITIES:

The CEAS Summer Abroad Planner will be responsible for the following tasks:

Set up Summer Program

- Work with faculty leader to set up travel schedule
- Reservations for accommodations, transportation, and site visits
- Communication with host universities and other cultural institutions
- Background research and materials development for trip

QUALIFICATIONS:

- Chinese language fluency
- Experience living in China
- Administrative or general office skills/Excellent written and oral communication
- Computer competency (word processing, spread sheets, power point, web research)
- Organizational /time management skills

HIRING INFORMATION:

- Apply by sending your resume to ceas@wisc.edu
- Deadline for assured consideration: **submission by 5 p.m. December 1.**

The Center for East Asian Studies values diversity and is an equal opportunity employer.



Center for East Asian Studies Web Designer (Student Hourly)

UNIT/LOCATION: The UW–Madison Center for East Asian Studies is located at 333 Ingraham Hall, 1155 Observatory Drive, Madison, WI 53706-1397.

COMPENSATION: \$13.00/hour, based on qualifications

DATES OF EMPLOYMENT: Beginning September 1, 2019

HOURS OF WORK:

- Part-time (10 hours/week)
- Schedule is flexible, based in part on student availability.

RESPONSIBILITIES:

The CEAS HUB website designer will be responsible for the following tasks:

- Work with associate director to create HUB website to connect School of Ed students with intramural and extramural internships, volunteer opportunities, and study abroad

QUALIFICATIONS:

- Familiarity with School of Education programs
- Computer coding
- Web design
- UW IT experience
- Marketing and social media

HIRING INFORMATION:

- Apply by sending your resume to ceas@wisc.edu
- Deadline for assured consideration: **submission by 5 p.m. August 1.**

The Center for East Asian Studies values diversity and is an equal opportunity employer.



Center for East Asian Studies Korean language materials bibliographer (Student Hourly)

UNIT/LOCATION: The UW–Madison Center for East Asian Studies is located at 333 Ingraham Hall, 1155 Observatory Drive, Madison, WI 53706-1397.

COMPENSATION: \$13.00/hour, based on qualifications

DATES OF EMPLOYMENT: Beginning September 1, 2019

HOURS OF WORK:

- Part-time (10 hours/week)
- Schedule is flexible, based in part on student availability.

RESPONSIBILITIES:

The CEAS Korean language materials bibliographer will be responsible for the following tasks:

Memorial Library Korean Collections Development

- Work with Japanese and Chinese bibliographers to create an acquisition plan for Korean language materials
- Research Korean collections at peer institutions
- Outreach to faculty and graduate students

QUALIFICATIONS:

- Fluency in Korean language
- PhD candidate in Korean area studies field (history, literature, political science, sociology, anthropology, art history)

HIRING INFORMATION:

- Apply by sending your resume to ceas@wisc.edu
- Deadline for assured consideration: **submission by 5 p.m. August 1.**

The Center for East Asian Studies values diversity and is an equal opportunity employer.

Working Title: **Lecturer in Korean**

Official title: SENIOR LECTURER(D80BN) or LECTURER(D80DN) or ASSOC LECTURER(D80FN)

Degree and area of specialization:

Minimum of a master's degree in Korean language or Area Studies, Linguistics, Second Language Acquisition, or a related field plus fluency or near-native fluency in the language taught and in the English language (required).

Minimum number of years and type of relevant work experience:

Three years of college/university experience preferred in teaching. Familiarity with current issues in language pedagogy and training in language proficiency are also preferred.

Position Summary:

The Department of Asian Languages and Cultures is home to the study of South, Southeast, and East Asian Languages and Cultures, offering instruction at the Elementary, Intermediate, and Advanced levels in twelve languages as well as coursework in Asian humanities and qualitative social science.

Principal duties:

Under supervision of the Director of the Korean Language Program, and in coordination with other faculty and staff members, perform the following duties:

- Teach three Korean language courses each Fall and Spring semester at the Intermediate or Advanced level
- Prepare syllabus, lesson plans, and teaching materials; prepare, administer, and grade classroom and home assignments and exams; and hold office hours.
- Supervise the Teaching Assistant assigned to the section, if applicable.
- Prepare teaching materials for assigned language and course-level for future use.
- Participate in pedagogy workshops, in addition to the assigned teaching and preparation of materials.

Compensation:

\$34,772-\$46,364 depending on qualifications and experience (9 month appointment).

A criminal background check will be conducted prior to hiring.

A period of evaluation will be required



Working Title: Teaching Assistant in Business Korean

Official description: Teaching assistantship for graduate students in good standing

Area of specialization:

Graduate student in good standing in relevant field of study. Native speaker proficiency in Korean, with previous training in performance-based instruction; and fluency in English is required.

Minimum number of years and type of relevant work experience:

Three years of college/university experience preferred as a teaching assistant. Familiarity with current issues in language pedagogy and training in language proficiency are also preferred.

Position Summary:

The Department of Asian Languages and Cultures offers instruction at the Elementary, Intermediate and Advanced levels of Korean. Courses are presented via various teaching formats to include classroom lectures and discussion, films, integrated media and social events/activities.

Principal duties:

Under the supervision of the Director of the Korean Language Program, departmental pedagogy director, the Teaching Assistant will perform the following duties:

- Teach one Professional Korean Communication courses each year
- Utilize and expand syllabus, lesson plans, and teaching materials as prepared by the Korean language faculty; prepare, administer, and grade classroom and home assignments and exams; and hold office hours.
- Participate in all sessions of pedagogy workshops organized by the pedagogy supervisor, and
- Report periodically (or as requested) to the pedagogy supervisor.

Compensation:

\$36700 (50%, 9 month appointment).

A criminal background check will be conducted prior to hiring.

A period of evaluation will be required



Working Title: **Associate Director-Center for East Asian Studies**

Official title: FACULTY ASSOCIATE(D92DN) or ASSOC FACULTY ASSOC(D92FN) or
ASST FACULTY ASSOC(D92LN)

Degree and area of specialization:

Ph.D. required (any field in the social sciences or education) with specialization in East Asia (preference for Korea); sustained research experience in East Asia required.

Minimum number of years and type of relevant work experience:

We seek an East Asianist familiar and experienced with the research and teaching aspects of university life but committed to administrative work. Research and teaching experience will be useful, but this position is primarily administrative. We strongly prefer candidates with some experience and demonstrable success in the administration of academic programs. Familiarity with Title VI National Resource Center and FLAS fellowship programs preferred.

The Center for East Asian Studies (CEAS) is made up of about 70 UW-Madison faculty and academic staff members who work on East Asia. Faculty and staff are based in departments; the Program supports their research and teaching while also offering an undergraduate certificate, and a Ph.D. minor. The program facilitates study abroad programs in East Asia, scholarly exchanges, the teaching of East Asian languages in the Department of Asian Languages and Cultures, and area studies research and teaching by faculty and graduate students. CEAS also maintains a vigorous East Asian studies outreach presence in schools and the broader community. Founded in 1962, CEAS is part of the Institute for Regional and International Studies (IRIS), housed in the University's International Division. Eight other centers are in IRIS, all located on the second and third floors of Ingraham Hall, providing staff an engaging intellectual community and a wealth of administrative knowledge transcending East Asianist boundaries. The associate director reports to the faculty director of East Asian Studies and secondarily to the executive director of IRIS.

Principal duties:

Oversight of center activities (40%). Under the supervision of the faculty director, the associate director oversees day-to-day operations of the center, including directing staff and student

workers. Specific oversight responsibilities include but are not limited to (1) compliance with all terms of all grants, notably the center's Title VI National Resource Center and FLAS fellowship grants, including grant reporting and accountancy; (2) regular communication with East Asianist faculty members in all departments in order to keep abreast of their East Asianist research and teaching programs and provide support from the center; (3) regular consultation with the faculty director and Steering Committee (the center's faculty governance body) to ensure that center activities align with faculty and student needs; (4) supervision of staff and student workers assigned responsibility for event planning, logistics, finances, publications, and outreach; (5) management of East Asian Studies certificate and Ph.D. minor programs, including working with other CEAS staff and IRIS personnel to provide appropriate advising to East Asia-oriented students; (6) maintenance of up-to-date knowledge and provision of expert help to East Asia study abroad programs administered by the office of International Academic Programs; (7) stewardship of all gift and grant funds; (8) other center activities as they arise.

Joint programming and administration with the other centers that make up IRIS and other related units (20%). Along with the faculty director, facilitate joint activities and streamlined administration among area and international studies centers on the Wisconsin campus, especially though not exclusively those housed in IRIS. Help IRIS develop collaborative programming in area studies outreach, advising, and consistent



communications/messaging. Assist in the development of selectively consolidated administrative functions within IRIS, especially in finances, the technical aspects of fellowship administration, and routine logistics such as air ticket purchasing and other arrangements for guests.

Instruction (20%). Teach 1-2 undergraduate lecture courses and seminars in the social sciences each year at the UW-Madison as assigned, according to expertise and need.

Grant proposal writing (10%). With the faculty director, take a lead role in preparing grant applications, including but not limited to the quadrennial NRC/FLAS application (next likely in 2017/18). Expand the scope of CEAS by writing new proposals to support such activities as faculty and student research; graduate student fellowships; group projects in East Asia for K-12 teachers and others; and/or exchanges permitting greater collaboration between East Asian academics and professionals and faculty, staff and students at the UW-Madison.

Advancement of CEAS's national and international profile (5%). Maintain CEAS's high regard by engaging and taking leadership as appropriate with national and international organizations concerned with East Asian and international studies, such as the Association for Asian Studies (AAS).

Gift Development (5%). Work with development professionals in the International Division and the University of Wisconsin Foundation, as well as alumni and friends of CEAS to increase the donor base and gifts to East Asian Studies.

Compensation:

\$80,000 per annum with fringe.

A criminal background check will be conducted prior to hiring.

**A period of evaluation
will be required**

FINANCIAL SPECIALIST (Shared Staff with Other Area Studies Centers)

CLASSIFICATION TITLE OF POSITION

FINANCIAL SPEC 2

POSITION SUMMARY

This position is responsible for developing and maintaining financial data and all related record-keeping activities for area studies centers in the International Institute at the University of Wisconsin-Madison. The incumbent independently performs exact accounting and analytical financial services for contributing units. The person must work as a contributing team member by demonstrating a commitment to organizational success, working in autonomous but collaborative units and working with Dean's-level financial staff in ID. This position requires comprehensive financial knowledge, advanced computer, written and oral skills, and excellent management and organizational skills. The person in this position must have the ability to interpret complex rules and regulations at the University, College, and departmental levels and must possess familiarity with financial policies and procedures of external granting agencies.

PERCENT GOALS AND WORKER ACTIVITIES

30% A PROVIDE FINANCIAL SUPPORT AND RECONCILIATION OF GPR AND NON-GPR FUNDS

- A1. Establish and maintain a comprehensive computer-based financial system. Using existing financial data in WISDM, track all accounts (101, 133, 136, 144, 150, 233 etc.) for the three contributing centers. Reconcile WISDM against the accounting systems. Resolve discrepancies in a timely manner, working with appropriate campus offices (UW Business Services, Research and Sponsored Programs, ID Dean's Offices).
- A2. Maintain knowledge of ending dates of all funds. Monitor fund accounts to ensure that budgets are accurate. Prepare regular budget projections and expenditure reports for each unit, in compliance with campus and/or external funder reporting requirements. Balance and close accounts at end of each grant cycle.
- A3. Monitor transactions charged to funds to ensure compliance with university rules and regulations relating to purchasing, accounts payable, payroll, personnel, and research administration. Gain knowledge of rules and regulations of external grantors. Resolve all accounting discrepancies, initiating salary or non-salary cost transfers when appropriate.
- A4. Maintain knowledge of auditing and oversight requirements of external granting agencies.

30% B BUSINESS SUPPORT FOR ALL INSTITUTE AND AREA STUDIES CENTER FUNDS

- B1. Develop and manage accurate procedures for processing invoices, vouchers, and other financial documents. Assign program numbers to ensure appropriate accounting to activity/program.
- B2. Prepare expenditures for supervisors; signature (or electronic approval) for the units; accounts. Compute and prepare requisitions, requests for expense reimbursement, and fee payments. Ensure class codes and other pertinent information are accurate and comply with university rules and regulations; submit to relevant Dean's office for processing.
- B3. Receive, document, and deposit money received, and process refunds according to the rules and regulations of the University.
- B4. As the site manager for each units Pro-Card, maintain appropriate source documents, make funding edits as directed by Center staff, work with Center staff to resolve disputes with vendors.
- B5. Process e-reimbursements for guest lecturers; as needed, serve as designee for entering travel and expense reports and staff on e-reimbursement. Provide advice to center faculty and staff on use of e-reimbursement.
- B6. Prepare required paperwork (e.g. PIRs, third-party tuition forms, Direct Payments) for all three centers. Assist each centers FLAS coordinator with collection of required documentation (W-4s, W-9s, Certification of Eligibility) from students and tracking payments to ensure compliance with University and Federal policies. Keep a ledger account of all FLAS expenses (tuition, stipend, travel).

20% C PERSONNEL/PAYROLL SUPPORT

- C1. In conjunction with Center supervisors and with Division-level payroll staff, prepare JEMS documentation for student hourly, academic staff, graduate assistant, and zero-dollar honorary fellow appointments (create and terminate appointments, adjust pay rates as necessary, and assign funding.)
- C2. Initiate and maintain a file of all forms needed for recruitment, hiring and appointment of Center employees.
- C3. Document work eligibility of all new hires; obtain appropriate payroll forms and letters of acceptance. Maintain auditable I-9 files and work with Division-level staff on processing Criminal Background Checks.

15% D GENERAL CENTER SUPPORT

- D1. Provide mail, email, and telephone coverage for each assigned Center. Serve as contact with the public. Respond to inquiries.

- D2. Order fleet cars and parking permits as requested by staff.
- D3. Order office and program supplies (obtain estimates, specifications, etc.). Maintain accurate and current records of the unit inventory and capital equipment. Maintain office equipment. Coordinate equipment service.
- D4. Assist with maintaining security of unit office and equipment; issue keys and record distribution.

5% E OTHER DUTIES AS ASSIGNED

- E1. Serve on Administrative Teams.
- E2. Attend training seminars and workshops to keep current on changing rules and regulations and to learn new software applications and required programs, and to develop and refine further skills related to professional growth.
- E3. Activities as assigned by supervisor.

KNOWLEDGE AND SKILLS

1. Knowledge of complex financial management and budgetary practices and principles.
2. Knowledge of University and International Division policies and procedures knowledge or ability to understanding of UW-Madison accounting and reporting systems.
3. Experience interpreting multiple sets of reimbursement rules and regulations (State, Federal, external grantors).
4. Proficient in Microsoft Excel and Word. Experience with or the ability to learn other accounting and data-management software (e.g. Quickbooks, Microsoft Access).
5. Proficient in web-based accounting systems, such as WISDM or Peoplesoft.
6. Ability to maintain confidentiality and exercise good judgment.
7. Excellent written and oral communication skills.
8. Ability to work independently to make decisions and resolve problems.
9. Excellent organizational and time management skills; ability to handle multiple tasks.
10. Ability to work as a contributing team member of the Institute and area studies centers.

Compensation

\$40,000 per annum with fringe.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

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U Wisc Ctr for East Asian Studies NRC and FLAS
Budget Narrative

U.S. Department of Education, National Resource Centers Program

CFDA 84.015A and 04.015B

National Resource Center for East Asia

Submitted by: Univ. of Wisconsin-Madison Center for East Asian Studies

P.I.: Shelly Chan, Director, CEAS

Proposed NRC Budget Four-Year Overview

Key:

AP = Absolute Priority, CPP = Competitive Preference Priority, FLAS = FLAS Lang

Np = Narrative Page

	salary base rates	Year 1 8/15/2018 - 8/14/2019	Year 2 8/15/2019 - 8/14/2020
1. Personnel			
1.1. Administrative			
1.1.a) Director, core faculty member, paid entirely from university funds		\$0	\$0
1.1.b) Associate Director. (50% paid by NRC; 50% paid by university funds, 12 mo appt) Np 5	80000	\$40,000	\$40,400
1.1.c) Financial Specialist. (33.33% paid by NRC; 66.67% paid by university funds, 12 mo appt) Np 11	40000	\$13,332	\$13,465
1.1.d) Student hourly assistant for Korean bibliography support (10 hrs/week, 9 mo appt) Np 5	\$13/hour	\$4,680	\$4,680
1.2. Language Instruction (AP2, FLAS)			
1.2.a) Business Korean. Teaching Assistant Np 2, 16 (1 course (50% time) per semester for 1 semester, 9 mo appt)	36700	\$0	\$9,267
1.2.b) 3rd- and 4th-year Korean Lecturership seed money Np 2, 16		\$15,000	\$15,000
1.3 Area and Other Instruction (AP 2, CPP 2)			
1.3.a) Graduate student hourly to develop pre-freshman and pre-service teacher summer abroad Np 3, 5, 6, 40 (20 hrs/week, spring semester during years when study abroad course happens)	\$13/hour	\$5,070	\$5,121
1.3.b) Teaching Assistant for Maggie Hawkins FIG, in conjunction with UW School of Ed. Dept. of Curr. & Instruction, and with other area studies centers Np 3, 28 (6.25% of a 50% position, 1 semester)	36700	\$1,147	\$1,158
1.3.c) Teaching Assistant for Tom Popkewitz Internationalizing Education Np 28 Curriculum class in School of Education, with other area studies centers (6.25% of a 50% position, 1 semester)	36700	\$1,147	\$1,158
1.4. Outreach Personnel			
1.4.a) Student hourly assistant HUB project to create websites to connect Sch of Education AP1.1, Np 4, 5, 17 students to internship opportunities with community organizations		\$0	\$5,400
1.4.b) Outreach Coordination by Asst. Director (20% paid by NRC; 50% paid by univ. funds, 12 mo appt) CPP 2, Np 5, 42	64607	\$12,921	\$13,051

U Wisc Ctr for East Asian Studies NRC and FLAS
Budget Narrative

2. Fringe			
Academic Staff (36.22% / 37.49% / 38.80% / 40.16%)		\$24,601	\$24,793
Teaching Assistants (23.8% / 24.63% / 25.50% / 26.39%)		\$546	\$2,853
Student Hourly (3.31% / 3.43% / 3.55% / 3.67%)		\$323	\$521
Univ Staff (46.2% / 47.8 / 49.5% / 51.2%)		\$6,159	\$6,436
3. Travel, Domestic and International			
3.1. Foreign Travel (AP1, AP2, CPP2)			
3.1.a) Summer Study Abroad Pre-Freshman Program (1 per year) Np 5, 6, 17			
Airfare		\$2,000	\$2,000
Lodging, meals, etc.		\$3,000	\$3,000
3.1.b) Summer Study Abroad Pre-Service Teachers Program (1 per year) AP 2, CPP2, NRT 3, 50			
Airfare		\$2,000	\$2,000
Lodging, meals, etc.		\$3,000	\$3,000
3.1.c) Japan Librarian travel grant Np 4, 7		\$3,000	\$3,000
3.1.d) Junior faculty research travel grant Np 11		\$3,000	\$2,000
3.1.e) PKU-UW Workshop for five UW faculty participants CPP 2, Np 4, 11			
Year 1 estimated cost (\$1600 per person)		\$8,000	
Year 3 estimated cost (\$2000 per person)			
3.2. Domestic Travel (CPP1)			
3.2.a) Faculty travel grants to AAS or other professional development, 15 grants @ \$500 each Np 11		\$7,500	\$7,500
3.2.b) Librarian travel grant for professional development Np 4, 11		\$1,500	\$1,500
3.2.c) "East Asia Now" contemporary affairs traveling outreach forum (one per year) meals, mileage, lodging, etc. AP1.1, Np 4, 17, 45		\$1,000	\$1,000
4. Equipment		\$0	\$0
5. Supplies			
5.1 Library Acquisitions: (East Asia Collection, Memorial Library)			
5.1.a) Japan Collection Np 4, 17		\$8,000	\$6,000
5.1.b) Korean Collection Np 2, 17		\$10,000	\$6,000
5.1.c) Contemporary East Asia Np 4, 17		\$9,000	\$7,000
5.2. Outreach supplies			
5.2. a) Electronic and print materials for K-12 teacher training AP2, CPP2, Np 3		\$2,000	\$2,000
5.2 b) Office supplies, postage, communications related to outreach AP2, CPP1, Np 46		\$1,000	\$1,000
6. Contractual		\$0	\$0
7. Construction		\$0	\$0

U Wisc Ctr for East Asian Studies NRC and FLAS
Budget Narrative

8. Other			
<u>8.1. Course Development Grants (API, FLAS)</u>			
8.1. a) Course development grant for Business Korean Np 3		\$8,000	\$0
8.1. b) Course development grant for Large Enrollment Class Np 6, 23, 31		\$8,000	\$0
8.1. c) Course development grant for Online Class Np 3, 6, 23, 31		\$0	\$8,000
8.1. d) Course development grant for Korean Content Class Np 31		\$0	\$0
<u>8.2. IRIS and Collaborative Outreach to K-12 Teachers, Students, and General Public (CPP1 & 2)</u>			
8.2.a) Outreach to College of the Menominee Nation Np 31		\$2,000	\$2,000
8.2.b) World Languages Day Np 4, 43		\$300	\$300
8.2.c) Community College Master Teacher Institute Np 3		\$300	\$300
8.2.d) International Education Week Np 3, 43		\$300	\$300
8.2. e) East Asia in the Upper Midwest outreach initiative workshops Np 3, 43-44			
Year 2: Japan focus; Year 3: China focus; Year 4: Korea focus			
partial travel expense reimbursement (\$300 per participant, 15 participants)		\$4,500	\$4,500
books & supplies (\$50 per participant, 15 participants)		\$750	\$750
8.2. f) Madison College YES: Youth Educational Summit Np 3, 44-45			
Year 1: set-up; Year 2-4 implement			
Honoraria for CEAS faculty to develop materials		\$2,000	\$2,000
8.2.g) Outreach to faculty at other UW System schools Np 5, 44			
Travel support for UW System faculty to come to UW Madison, 4 per year		\$2,000	\$2,000
Rental costs for use of lecture-capture rooms		\$500	\$500
8.2.h) Support for activities related to Tibet, in cooperation with Center for South Asia Np 2		\$1,000	\$1,000
8.2.i) Mini-grants for East Asia lesson plans, assignment designs, and online content Np 3			
for K-16 curricula, 2 @ \$5000 per year (Year 1, one grant only)		\$5,000	\$10,000
8.2.j) "East Asia Now" contemporary affairs traveling outreach forum Np 4, 45			
Honoraria for non-UW speakers		\$500	\$500
<u>8.3. Outreach to Campus Faculty and Students, and General Public</u>			
8.3. a) Visiting Lecturer Series API.1, Np 46			
Professional service fees, 5/year @ \$300		\$1,500	\$1,500
Travel and lodging, 5/year @ \$900		\$4,500	\$4,500
8.3. b) East Asian film studies symposia and film festivals Np 46		\$1,000	\$1,000
in collaboration with Wisconsin Film Festival and Cinemathique			
8.3. c) "China House" Language Immersion Dormitory Floor with resident language TA Np 5			
in the undergraduate International Learning Community			
CEAS contribution to administrative support, remainder paid by private donations		\$1,000	\$1,000
8.3. d) Japan House" Language Immersion Dormitory Floor with resident language TA Np 5			
in the undergraduate International Learning Community			
CEAS contribution to administrative support, remainder paid by private donations		\$1,500	\$1,500
8.3.e) Career and networking events focusing on areas of national need and in collaboration with SuccessWorks. Refreshment snacks for students and room rental costs API.2, Np 19, 38		\$500	\$500

U Wisc Ctr for East Asian Studies NRC and FLAS
Budget Narrative

8.4. Conferences and symposia at UW-Madison			
8.5. a) East Asia area studies conferences Np 5		\$5,000	\$5,000
8.5. b) East Asia language pedagogy workshops AP2, Np 3		\$5,000	\$5,000
8.5. c) PKU-UW Workshop (School of Education) CPP2, Np 4-5			
Years 2 and 4: Hosted meals for workshop participants			\$4,000
8.5. Impact and Evaluation (Sec III)			
8.5. b) CEAS contribution to SWEPT/GLOWS Np 13		\$2,500	\$2,500
9. Total Direct Costs		\$246,576	\$248,954
10. Indirect Costs		\$19,726	\$19,916
Indirect Costs, 8% of Federal MTDC			
11. Training Stipends (see FLAS Budget)			
12. TOTAL NRC		\$266,302	\$268,870

U Wisc Ctr for East Asian Studies NRC and FLAS
Budget Narrative

U.S. Department of Education, Foreign Language and Area Studies Fellowships Program
Proposed FLAS Budget Four-Year Overview

The Center for East Asian Studies requests

6 FLAS Fellowships for **graduate students** each academic year,
2 FLAS Fellowship for **undergraduate students** each academic year,
8 FLAS Fellowships for **students** each **summer**

Fellowships will be offered for study of:

Academic Year: **Chinese, Japanese, Korean, Tibetan**

Summer: **Chinese, Japanese, Korean, Tibetan**

<u>Academic Year</u>	<u>2018-2019</u>	<u>2019-2020</u>
Graduate student awards		
Institutional Payment: 6 @ \$18,000	\$108,000	\$108,000
Subsistence Allowance: 6 @ \$15,000	\$90,000	\$90,000
Undergraduate student awards		
Institutional Payment: 2 @ \$10,000	\$20,000	\$20,000
Subsistence Allowance: 2 @ \$5,000	\$10,000	\$10,000
Total: Academic Year	\$228,000	\$228,000
<u>Summer</u>	<u>2019</u>	<u>2020</u>
Summer awards		
Institutional Payment: 8 @ \$5000	\$40,000	\$40,000
Subsistence Allowance: 8 @ \$2500	\$20,000	\$20,000
Total: Summer	\$60,000	\$60,000
FLAS GRAND TOTAL	\$288,000	\$288,000